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ABSTRACT

This volume is a collection of interactive games and activities created to supplement existing curricula on Acquired Immune Deficiency Syndrome (AIDS) and designed to give students a sense of responsibility in the fight against AIDS while taking the fear out of AIDS education. All of the games and activities in the volume have undergone pretesting. Following a brief description of who can get AIDS, there are guidelines for AIDS instruction for kindergarten and primary school through grade 4 and for grades 5 and 6. Following sections contain basic information games, lesson plans for teaching that germs cause disease and about communicable diseases with a sample lesson plan and an AIDS action plan. Further sections contain 10 vocabulary games that teach body part, prevention techniques and disease terms, 6 transmission games, 7 prevention games, 5 board games on nutrition and AIDS, 8 dramas and role plays, and 3 general activities including puppets in teaching, songs, and other ideas. An appendix provides an example brochure of an AIDS action plan and cards for four instructional games. (JB)

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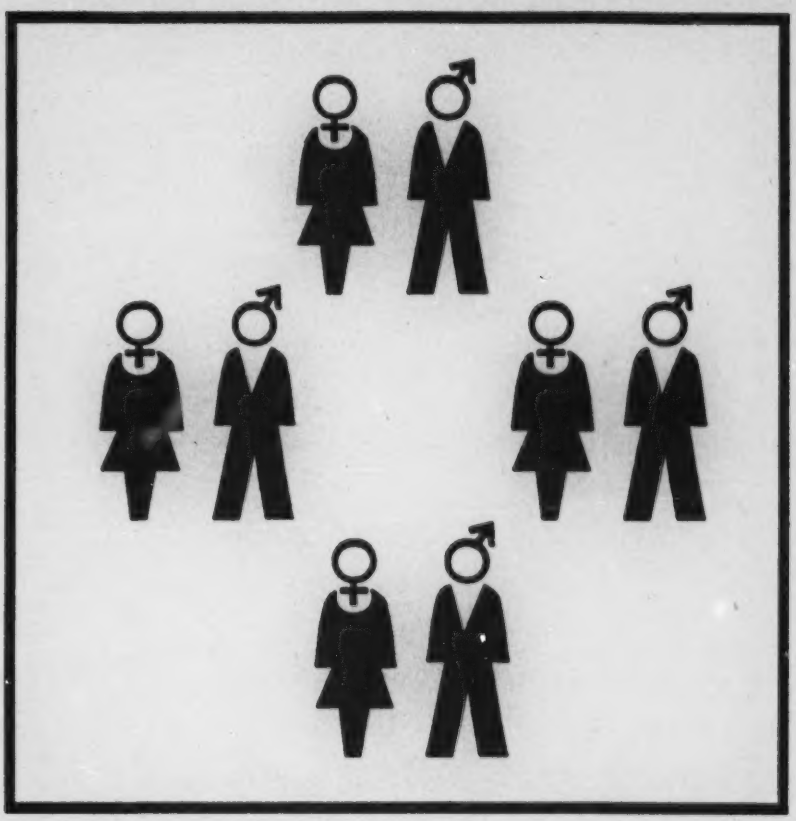
ALTERNATIVE TECHNIQUES



FOR TEACHING ABOUT HIV/AIDS IN THE CLASSROOM

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R0086

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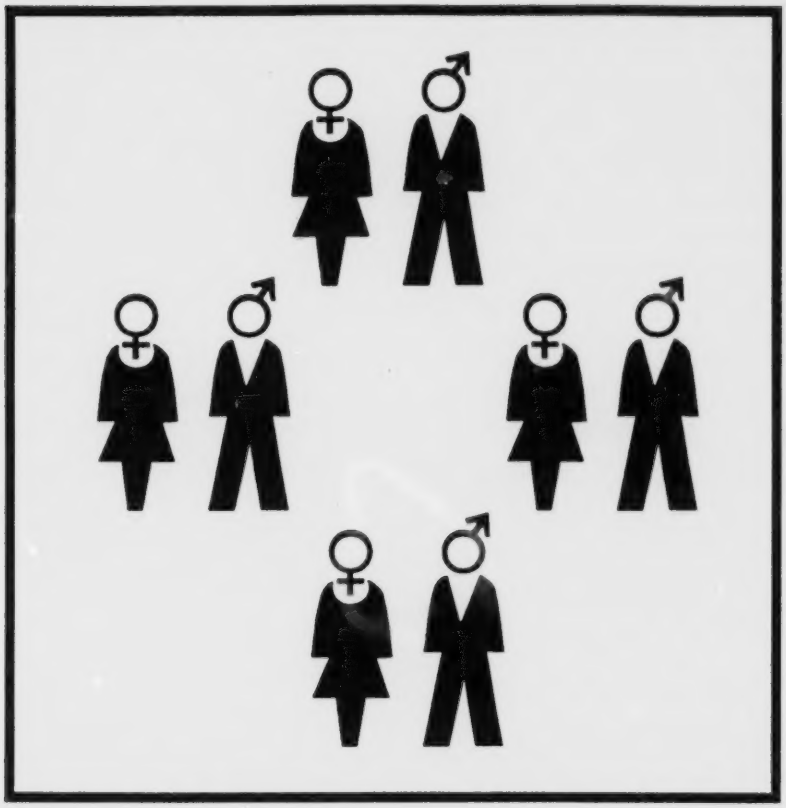

ALTERNATIVE TECHNIQUES

FOR TEACHING ABOUT HIV/AIDS IN THE CLASSROOM

Peace Corps / Thailand

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March 1994

R0086

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PREFACE

The job of an AIDS educator is tremendously important in helping students understand this disease and develop the skills with the social and emotional issues. It may even be a matter of life or death. You do not have to be a physician, scientist or researcher to teach about this critical health problem. All you need is a willingness to learn the basic facts and share them with your students. Although some of the information is complicated, there are basic messages which can be presented about how AIDS is spread and how it can be prevented. These messages when presented in a clear and understandable manner that identify with the audience are the keys to AIDS education. Fear and ignorance about this epidemic have lead to some irrational responses and misunderstandings. Helping students understand this fear of AIDS is another key aspect of an education program.

Sometimes good information about AIDS is difficult to find. This manual is not Everything You Ever Wanted to Know About AIDS Education but is a collection of inter-active games and activities created to supplement existing curricula on AIDS. [All of these games and activities have undergone pretesting] Its aim is to give students a sense of responsibility in the fight against AIDS while taking the fear out of AIDS education. When additional information is required, it is suggested that this manual be used in conjunction with the AIDS Resource Manual:A Guide For Teaching About AIDS in Thailand (Peace Corps 1992) or any other appropriate resource.

Additional resources, speakers and assistance are available through your District and Provincial Health Offices and local non-governmental organizations. Many of these agencies can also provide training and updates for teachers, parents and the community.

Greg Carl
Office of Communicable
Disease Control, Region 5

NEWS: WHO CAN GET AIDS?

Ask ten people on the street and the answer you will probably get is "It is a disease of commercial sex workers." Unfortunately, in the beginning of the AIDS education program in Thailand, this was the message: "AIDS is a disease of sex service workers and people who shoot drugs." And unfortunately, this message has led most people to believe they are safe from AIDS as long as they choose commercial sex workers who are clean and expensive, or only have sex with friends. The result is that AIDS is now spreading into all sectors of the community particularly to housewives and students.

"AIDS is a disease of "people," not "Groups" of people. In your AIDS education or conversations with friends about AIDS prevention consider these important new messages.

New messages about AIDS prevention

AIDS is no longer a disease of certain sectors of Thai society. It is no longer a disease of people who practice "risk behavior." AIDS has entered the community. AIDS has entered the family. What can we do now?

Here are three new messages about AIDS in the community.

I. AIDS is a danger to the family.
If a man, a husband, has sex outside of the home, with anyone - a commercial sex worker, a friend, anyone - without using a condom, he can easily acquire the virus. Once acquired, there is no way to cure it had he probably will not know he has it. But he can easily transmit it to his wife, who can easily transmit it to their unborn children.

II. AIDS is a danger to women.
Married women
Women need to understand how HIV is transmitted and prevented. They must understand their potential for acquiring it. They must not be the unknowing recipients.

Housewives must learn how to talk to their husbands about safety for themselves and the family. They must learn how to use a condom and how to discuss it.

Unmarried women

It as been predicted that by the year 2543 (2000) there will be few uninfected young men. What will happen when these infected young men marry? They will look and feel healthy for many years, but unknowingly infect their wives and children.

Young women need to be made aware. They need to learn how to discuss sexual safety with their future husbands. They need to learn about blood testing and, most importantly, about counseling and education on how to stay safe.

III. AIDS is a danger to students, to school leavers, and to all young people.

The culture is changing. Students and young people in general, especially in the cities, are having sexual relations. And like students and young people everywhere, they trust each other, trust each other to be free of disease, of HIV.

What message will reach them? Will they need to see their friends fall ill with AIDS before they realize that AIDS is not about trust?

Maybe you will have a chance to talk to a few, perhaps speak from your own perspective as a young person who understands.

GUIDELINES

GUIDELINES, KINDERGARTEN
PRIMARY SCHOOL GRADE 4

Are you preparing your students for AIDS Education?

Most educators do not teach AIDS education at grades Kindergarten - Primary School Grade 4. However, the basic principles of communicable disease which form the basis for understanding a discussion of AIDS and other STD's at later grade levels can be taught Kindergarten - Primary School Grade 4. Subjects such as:

- wellness and illness
- germs and illness
- how some illnesses are communicable
- methods to prevent diseases
- ways to promote wellness

should be taught in the Kindergarten - Primary School Grade 4 curriculum.

Specific issues may include:

- why you try not to expose yourself or others to germs, for example, why you do not sneeze on someone
- why you put a bandage on a cut (so germs cannot get in your blood)
- why it is important to wash your hands to rid them of dirt and germs, especially before you eat, after going to the bathroom, and after touching dirty things.
- why it is important to get help from adults to clean up any body fluids such as blood, urine, feces, saliva, vomit, etc.
- why some people wear gloves while they work, such as doctors, nurses and dentists.
- how good health habits, good hygiene, proper nutrition, rest and exercise help you fight infections.

Tips for Teachers

- *It is strongly suggested that all teachers, including Kindergarten - Primary School Grade 4, learn as much as possible about AIDS and other STD's so they can respond to classroom questions in an intelligent and appropriate manner.*
- Questions should be answered as simply as possible.
- Check with your local school system first to see if they have a policy for dealing with questions from young students about AIDS, or other sensitive issues.

- A teacher may feel better about tabling a question about AIDS rather than answering it and thereby bringing on more questions he/she fells uncomfortable answering.
- In some communities telling Kindergarten - Primary School Grade 4 students that you get AIDS from having sex, or doing IV drugs would be socially unacceptable even though it is factually accurate. Students in the higher grades are more likely to be engaged in the kinds of behaviors that put them at risk of contracting the AIDS virus, thus making it more important, and thus more socially acceptable, to list these behaviors.
- Some school systems find that this is an appropriate age to teach students about good and bad touch, and what to do if they are abused.
- Teachers may want to practice the suggested responses with other teachers, school nurses, physicians, counselors, religious leaders, and parents to become comfortable dealing with these issues. The main goals to convey to Kindergarten - Primary School Grade 4 students are to (1) allay fears about AIDS and (2) encourage positive health habits which foster positive self-esteem, self-respect and self-control.

SUGGESTED RESPONSES TO QUESTIONS, KINDERGARTEN - PRIMARY SCHOOL GRADE 4

Although many educators do not teach AIDS and other STD's education specifically, it is not unreasonable to believe that with the media attention given to AIDS, questions may be expected. In fact, some teachers have already had to address the issues regarding students and/or teachers with AIDS in their schools. As time goes on, this will become more common. In order to help the teachers field those questions, some questions what would be expected at the Kindergarten - Primary School Grade 4 level are listed with suggested answers.

Questions	Suggested Answers
1. What is AIDS?	AIDS is a disease some people have that makes them very sick at times, but it does not commonly affect children.
2. How do you get AIDS?	Children get AIDS by a contaminated blood transfusion or by being born with it.
3. What happens to people with AIDS?	They get very weak and very sick and then after a while they usually die.
4. Can you get AIDS from someone who has AIDS?	No. AIDS is hard to get. You do not going to school with get AIDS by going to school with someone who has it. You are safe even if they touch you or borrow your pencil or get a drink of water from the same water fountain. Children get AIDS by a contaminated blood transfusion or by being born with it. And today the blood is as safe as possible. **Optional:** *No. Only by having sex, sharing a needle or having a blood transfusion from someone who already has it.*
5. If you know someone with AIDS, how should you	You could treat him the same way you treat almost anyone else. You could include him or her in your games at would you help him/her? playtime. You could sit next to him/her at lunch. What you do not want to do is touch his or her body fluids. But this is true for anyone even if they do not have AIDS. Body fluids children do not want to touch are blood, vomit, urine or feces. If anyone has an "accident," for example,

vomits, urinates, is bleeding, etc., get an adult to help them. You could help him/her and everyone else by being careful not to spread your germs. Practice good hygiene and cleanliness. Lastly, a person with AIDS may suffer from serious illnesses as well as be treated cruelly by some people. They need your help, support and understanding.

6. Is there a cure for AIDS?

No, but scientists are working hard to stop people from getting AIDS and to cure those who have it.

GUIDELINES FOR TEACHERS PRIMARY SCHOOL GRADE 5 - SECONDARY SCHOOL GRADE 6

The ABC's of STD's

Just Saying NO, Just Saying KNOW, and other Disease Prevention Strategies

Teachers, parents, school boards, temples, health care professionals, and communities through out the country are struggling to give consistent, sensitive and realistic messages to their students and young people about AIDS and other STD's prevention strategies.

Here are some suggestions form those in the trenches - the teachers.

It is advised that messages in the schools reflect a local determination of community values and needs.

The Practice of Abstinence (No Sex! No Drugs!) is the appropriate message most often stressed beginning around grade 5 and is reinforced throughout high school. Many educators feel it is the appropriate message for Primary School Grades 5 and 6, and some even for Secondary School Grades 1-2.

However in many communities, especially at the upper secondary school level (Grades 3-6) realistic messages including condoms may be justified. The appropriate message here may be **Just Say Know**.

One technique which has proven to be an effective technique to help students remember is:

The ABC's of STD's

A = Abstinence (No Sex! No Drugs!) - the most effective way to prevent STD's

B = Be Monogamous - refrain from sexual activity until as adults you are ready to establish a mutually faithful monogamous relationship, such as in marriage.

C = Condoms reduce but **do not eliminate** the risks of STD's for those who choose to put themselves at risk such as those who have sex outside of a mutually faithful monogamous relationship. (Optional response: To expect condoms to be 100% effective, would be stretching a good thing too far.)

Condoms for Prevention of Sexually Transmitted Diseases

Preface: *Condom education is a very controversial subject in many areas. However, due to the fatal nature of AIDS, some communities are now teaching condom education. It is suggested that the educator work with the community to deliver educational messages that are locally determined, consistent with community values and appropriate to community needs.*

Introduction: Abstinence and sexual intercourse with one mutually faithful uninfected partner are the only totally effective prevention strategies. Proper use of condoms with each act of sexual intercourse can reduce, **but not eliminate**, risk of STD's. Individuals likely to become infected or known to be infected with human immunodeficiency virus (HIV) should be aware that condom use cannot completely eliminate the risk of transmission to themselves or to others.

Guidelines adapted from: <u>Educator's Guide to AIDS and other STD's</u> **by Stephen R. Sroka**

GAMES AND ACTIVITIES

"When people laugh they remember," says Khun Meechai Viraviadya. Khun Meechai, Chairman of the Population and Community Development Association (PDA), is known for helping people remember the messages of AIDS prevention by using a lighthearted, humorous approach in teaching this serious subject.

Try a similar approach yourself and you will find few people sleeping [or talking] in your sessions. Alternate presentations with games and interaction. Give your students a chance to teach each other through peer teaching, role play and plenty of question and answer time.

Caution: Be sure the fun doesn't completely hide the message. Before playing a game tell the audience what message the game demonstrates. After the game, ask participants what they learned.

Most of the activities in this manual indicate a target audience. If your audience differs, think of ways you can modify the activity to fit the audience.

Activities included here were created or modified by AIDS Prevention and Control Program Peace Corps Volunteers unless otherwise noted.

Good luck and have fun.

BASIC INFORMATION ACTIVITIES

THE BASICS OF AIDS

Objective: To introduce basic AIDS information through self teaching.
To stimulate discussion about AIDS.

Target Group: Secondary students and adults

Materials: Copies of the AIDS Information Sheet, scissors, colored pens
Note: You will need one sheet for every five people, e.g., if you have 25 people you will need five sheets.

Preparation:

- Mark copies of the AIDS Information Sheet by drawing a circle of the same color around each numeral. For example, draw a red circle around #1 through #5. Do this to a few sheets marking each sheet with a different color, such as green or blue.
- Cut each sheet into the five separate sections making certain that each slip includes the number, message and color identification. Mark and cut enough sheets to provide one slip for each participant.

Directions:

- Distribute one slip cut from the AIDS Information Sheet to each participant.
- Have all the participants separate into groups according to the number on their slip (e.g. all the # 1s form a group etc.)
- Give these groups approximately 10 minutes to discuss their message among themselves.
  **During this time the facilitator should be moving among the groups answering any questions brought up or adding information, as deemed appropriate.
- Now instruct all the participants to separate into new groups according to their color. Each group should include 5 people, with a different number, 1 through 5.
- In turn, each person will read their message to their group starting with the person with message #1. The groups will present and discuss the messages for approximately 15 minutes.
  ** Once again, facilitators should move among the groups answering questions and adding information.
- Ask the groups to help summarize the activity together.

AIDS INFORMATION SHEET

1. **AIDS is caused by a virus (HIV)** which attacks and disables the body's defense system.
   - This defense system is called the immune system.
   - People who are infected with the AIDS virus are HIV positive.
   - People with AIDS die. Life expectancy for HIV infected persons is five to fifteen years. They die because they have little or no protection (no antibodies) from many diseases. These opportunistic diseases include:

     cancer — *typhoid fever*
     tuberculosis (TB) — *pneumonia ..and many others.*

2. **AIDS is a very dangerous disease.**
   There is no vaccine.
   There is no cure.
   People infected with the AIDS virus may not know they have the disease. They may show no symptoms and feel perfectly healthy for three to fifteen years. During this time they are capable of transmitting AIDS to others. Eventually, they will get very sick and they will die.
3. **How is AIDS transmitted** (how do people get the disease)?
   - By having sexual intercourse with someone who is infected with the AIDS virus. (<u>One sexual contact</u> can allow the AIDS virus to pass from one person to another.
   - By exchanging blood.
   - Drug users who share needles are at risk.
   - Women who are HIV positive can pass the disease to their unborn children. This is happening all over Thailand.
4. **You <u>can not</u> get AIDS by:**

   casual touching or hugging — sharing clothes
   eating or drinking together — sharing bathrooms
   swimming in pools — mosquitos or other
   insects — tears, saliva, sweat
   telephones or other objects
5. How do you protect yourself and your family?
   - Say **"NO"** to casual sex. Wait until you are truly sure your partner is not HIV positive.
   - Safe sex. The best way is <u>one partner</u>. Your partner should not have sex with anyone else. If there is ever a question, <u>you must use a condom every time</u>.
   - Never use some one else's needle (syringe).
   - Do not use drugs, stay sober. This will help you control your risk behavior.

YOU ARE RESPONSIBLE FOR YOUR HEALTH. HELP OTHERS UNDERSTAND AIDS.

AIDS MYTH OR FACT GAME

Objective: To evaluate target groups' knowledge about AIDS. To spark discussion about AIDS.

Target Group: Secondary school students and adults

Materials: Myth or Fact sheet, small box

Preparation: Copy the myth or fact sheet and cut out each of the statements. Place the slips of paper in a cardboard box.

Directions:

- Divide the group into 2 teams.
- The first participant draws a slip of paper from the box and reads the statement to him/herself.
- The participant then states aloud either "MYTH" or "FACT" and proceeds to read the statement aloud so that the facilitator and rest of the group can judge whether he/she is correct.
- Teams alternate choosing questions until time is up or the questions are all read. The team with the most correct answers wins.

Note: You may not wish to use all of the questions. Select those which seem most appropriate to the age level and maturity of the group.

Variation: The group may generate additional questions to be used.

AIDS Myth or Fact Game
Facilitator's Key

1. MYTH	7. MYTH	13. MYTH	19. MYTH
2. FACT	8. MYTH	14. MYTH	20. MYTH
3. FACT	9. MYTH	15. FACT	21. FACT
4. MYTH	10. MYTH	16. MYTH	22. MYTH
5. MYTH	11. MYTH	17. MYTH	23. MYTH
6. FACT	12. FACT	18. MYTH	

AIDS MYTH OR FACT STATEMENTS

1. A PERSON CAN GET AIDS FROM SITTING NEXT TO A PERSON WHO HAS IT.

2. A PERSON CAN GET AIDS BY HAVING SEX WITH A PROSTITUTE.

3. AN UNBORN CHILD CAN GET AIDS IF HIS/HER MOTHER IS INFECTED.

4. HOUSEHOLD INSECTS SUCH AS BEDBUGS AND COCKROACHES CAN BE AIDS CARRIERS AND GIVE THE DISEASE TO PEOPLE.

5. IF A MOSQUITO BITES A PERSON WITH AIDS AND THEN BITES SOMEONE ELSE, THE SECOND PERSON IT BITES MAY GET AIDS.

6. WOMEN WITH AIDS MAY SEXUALLY TRANSMIT IT TO MEN.

7. YOU CAN GET AIDS BY USING A PHONE WHICH WAS JUST USED BY SOMEONE WITH AIDS.

8. YOU CAN GET AIDS IF A PERSON WITH AIDS COUGHS OR SNEEZES NEAR YOU.

9. YOU CAN GET AIDS FROM A TOILET SEAT.

10. IF YOU KISS A PERSON WITH AIDS ON THE CHEEK, YOU CAN GET THE DISEASE.

11. YOU CAN GET AIDS BY DRINKING FROM THE SAME GLASS AS A PERSON WHO HAS IT.

12. YOU CAN GET AIDS BY HAVING ORAL SEX WITH A MAN WHO HAS IT.

13. IF A PERSON WITH AIDS CRIES AND HIS/HER TEARS TOUCH YOU, YOU CAN GET AIDS.

14. YOU SHOULD AVOID HAVING A BLOOD TRANSFUSION SO THAT YOU WON'T GET AIDS.

15. PERSONS WHO HAVE SEX WITH MANY DIFFERENT PEOPLE ARE AT RISK OF GETTING AIDS.

16. YOU CAN GET AIDS BY EATING FOOD WHICH IS COOKED BY SOMEONE WHO HAS AIDS.

17. YOU CAN GET AIDS FROM HOT TUBS OR SWIMMING POOLS.

18. YOU ARE LIKELY TO GET AIDS IF YOU SLEEP IN THE SAME BED AS SOMEONE WITH AIDS.

19. YOU CAN GET AIDS BY HUGGING A PERSON WHO HAS IT.

20. SCHOOL CHILDREN CAN GET AIDS BY SITTING NEXT TO OR PLAYING BALL WITH ANOTHER STUDENT WHO HAS AIDS.

21. A PERSON CAN GET AIDS BY HAVING SEXUAL INTERCOURSE WITH AN INFECTED PERSON.

22. BROTHERS AND SISTERS OF CHILDREN WITH AIDS USUALLY ALSO GET AIDS.

23. DOCTORS AND NURSES WHO TREAT AIDS PATIENTS OFTEN GET AIDS AS WELL.

AIDS TRUE/FALSE TEST

Objective: To evaluate target groups' knowledge about AIDS. To spark discussion about AIDS

Target Group: Secondary school students and adults

Materials: AIDS True/False sheet

Preparation: Copy the AIDS True/False sheet

Directions: Variation 1: Cut the sheet into strips and use when playing AIDS condom time bomb (Activity 6)

Variation 2: Divide the group into smaller discussion groups and give each group one or two statements to discuss. Have a representative from each group report to the larger group.

Variation 3: Use the questions as a pre-test. Have the group vote if the statement is true or false. Concentrate your presentation on the topics that receive the most votes for false.

Variation 4: Give the sheet as a homework activity. Have the students survey 3 people in his/her neighborhood and report the results the next day in class.

KEY TO AIDS TRUE/FALSE TEST
ALL OF THE STATEMENTS ARE "TRUE"

AIDS TRUE/FALSE SHEET

1. Whether you are a man or woman you can get AIDS. TRUE FALSE

2. You cannot tell by looking at someone whether he or she has the AIDS virus. TRUE FALSE

3. You can protect yourself from becoming infected with the AIDS virus. TRUE FALSE

4. It is not possible to catch the AIDS virus from someone by holding hands, eating together, or using the same bathroom. TRUE FALSE

5. You cannot get the AIDS virus by donating your blood. TRUE FALSE

6. Sharing needles for drug use is putting oneself at high risk for becoming infected with the AIDS virus. TRUE FALSE

7. Babies born to parents who use needles to take recreational drugs are at risk for having the AIDS virus. TRUE FALSE

8. It is safe for a person to go to school or work with someone who has the AIDS virus. TRUE FALSE

9. Testing positive on a blood test for AIDS antibody usually means that someone has the AIDS virus. TRUE FALSE

10. Condoms, when properly used, can protect you from infection with the AIDS virus. TRUE FALSE

TAKE A STAND

Objective: To evaluate the level of knowledge of the target audience.

Target Group: Children and adults of all ages.

Materials: Statements about AIDS (see the AIDS Myth or Fact game)

Preparation: None necessary, though facilitator may want to make 2 signs that say "Agree" and "Disagree" and post them on either side of the room.

Directions:

- The facilitator explains:

  Today you must take a stand. I will read statements and you must stand on the side of the room which best represents your view about the statement. We will start by lining up in the center of the room. When I read the statement you must move either to the "Agree" side or to the "Disagree" side. You may not stand in the middle.

- The facilitator reads the statement, participants move. The facilitator asks reasons why participants chose one side over the other, and explains which answer is correct and why. Repeat the process with new statements

Note: This exercise can be used as a spring board for more concentrated activities in areas where there is much misunderstanding or as an introduction for a discussion of AIDS.

Variation 1: Substitute "AIDS CAN BE TRANSMITTED" and "AIDS IS NOT TRANSMITTED" for Agree and Disagree and read statements of various transmission myths and facts.

Variation 2: The participants pick statements individually and move to appropriate side. The participant's choice is then discussed.

LESSON PLANS

GERMS CAUSE DISEASE

Preparation: Students are helped to conceptualize the definition of "germs" and understand their role in causing disease.

This may be accomplished through one or more of the following:

- A story about a child with a cold who had to stay home from school.
- A demonstration using a spray bottle filled with water to show how sneezes and coughs could spread colds.
- A detailed explanation of germs and what they are.

These activities contribute to student's understanding simple concepts of germs, disease transmission and prevention.

Lesson Objectives:

After the lesson the students will be able to:

1. Demonstrate the correct method of hand washing.
2. Explain how hand washing can help prevent the spread of germs and disease.
3. List some materials especially likely to carry germs that should not be touched.
    - Remind students that germs are so small that people cannot see them.
    - Spread vegetable oil across the palms of student volunteers by rubbing them together. Shake on ground cinnamon to represent "germs".
    - Have students try to wash off their hands using cold water. (They can't. Most of the germs remain.)
    - Students wash their hands again with warm soapy water. (Most of the germs are easily washed away.)
    - Recommend that the students wash their hands before meals, after going to the bathroom and after playing even if they don't look dirty.
    - Remind students not to put their hands into their mouth. This is one of the ways that germs can get inside the body. Have the students think about the number of times a day that their hands come near their mouth.
    - Instruct students not to touch certain things that are especially likely to carry disease-causing germs, including animal feces; things in or around trash or garbage cans; or anyone else's blood.
    - If a schoolmate is hurt or bleeding students should call an adult for help.

**In this lesson there was no mention of AIDS but it does relate to the conceptual foundation that students must have to understand AIDS prevention when they are older. Basic principals of hygiene were reinforced. The students saw that personal efforts - in this case, hand washing - could help protect their health and well being.

The information about not touching blood was provided because of the possibility of AIDS transmission. It is also a good hygiene guide to avoid direct contact with other people's blood.

Adapted from: Does AIDS Hurt, by Marcia Quackenbush and Sylvia Villarreal

COMMUNICABLE DISEASES

Preparation:

- Briefly cover the concepts of wellness and illness.
- Briefly discuss personal habits that promote good health.

Lesson Objectives:

After this lesson the students will be able to:

1. Define communicable diseases.
2. Explain some ways that communicable diseases can be prevented.
   - Talk about diseases that can be spread from one person to another.
   - On the blackboard draw two large figures and give them names.

Somsak

Wanida

- Have students brainstorm: "What are some diseases or other ways that people can feel not well?"

Somsak	Wanida
Colds	
Chicken pox	
broken arm	
AIDS	
asthma	
mumps	

- Sometimes a person can spread the germ and the illness to someone else. These are communicable diseases.
- Return to the students' list and discuss which germs and illnesses can be spread to someone else. Draw a line for each communicable disease from Somsak to Wanida.

Somsak	Wanida
colds ---------->	
chicken pox ---------->	
broken arm	
AIDS ---------->	
asthma	
mumps ---------->	

One of the important things about communicable diseases is that if you know how they are caused you can figure out how to keep from getting them:

Stop colds---------->Don't drink our of Somsak's cup.
Stop AIDS--------->No sex and no drugs.

*** It is important to remind students that AIDS is not passed like colds or chicken pox. You can't get it from a cup. You can't get it from a cough. You can't get it from touching someone. Unless people have sex or use drugs and needles with someone who has the AIDS germ, they don't need to worry about getting AIDS.

- This lesson involves active participation by the students. It also lays a foundation to help students better understand AIDS information and prevention as they mature.

Adapted from: Does AIDS Hurt, by Marcia Quackenbush and Sylvia Villarreal

SAMPLE LESSON PLAN

Objectives: Students will list factors which put one at risk for developing AIDS. Students will recognize that casual contact is not a mode of HIV transmission. Students will identify risk reduction techniques. Students will list questions one might ask to assess a risk situation.

Target Group: Secondary school students.

Group Size: Average number of students in a classroom.

Time: 1-2 class periods.

Materials: Work sheets
"Making Decisions About AIDS Prevention"
"AIDS Risk Reduction Behaviors"

Directions:

Activities .....

1. Review previous lessons or information student may already know by asking students to:

   A. Name the four ways that AIDS is transmitted:
      - Unprotected sexual intercourse
      - Needle sharing
      - Contaminated blood and blood products
      - Pregnant woman to her unborn child

   B. Review the ways AIDS is not transmitted.
   There is not evidence to indicate that the Human Immunodeficiency Virus (HIV) is spread in any way other than those listed above. Several long-term studies have been conducted with family members of people with AIDS. None of these family members have become infected through everyday contact. Therefore, people need not be concerned about casual transmission of the HIV through casual contact such as: sharing eating utensils, hair brushes or towels, or by being in public places such as: restaurants, schools, in elevators, or on public transportation.

2. Ask the students to explain what is meant by "high risk behavior". What are some high risk behaviors that relate to AIDS?

   A. High risk behaviors: an action with great possibility of danger or harm.

B. There are risk behaviors related to the transmission of AIDS that must be considered. It is important to point out that a person who is HIV infected may not have the disease AIDS. Yet, an infected person, having no signs and symptoms, may infect others by engaging in high risk behaviors. The following are considered to be high risk behaviors for contracting the HIV:

Unprotected Sexual Intercourse

Sexual intercourse with an infected partner.
During sexual intercourse the HIV can enter the bloodstream of the uninfected partner through tears in the lining in or near the vagina for a female and in the skin of the penis for a male.

Anal intercourse with an infected partner.
Anal intercourse is the placing of an erect penis into the anus of a partner. Rectal tissue can be easily torn during anal intercourse. This exposes tiny blood vessels that will allow HIV to enter the bloodstream from infected semen.

Sexual intercourse with multiple partners or with someone who has had multiple partners. The greater number of sexual partners a person has or has had, the more likely that person is to eventually have sexual intercourse with someone who is HIV infected. A person also increases their risk of infection by having sexual intercourse with someone who has had multiple partners.

Sharing Needles

Sharing blood contaminated needles during intravenous drug use. When a person shares another person's needle and/or syringe to inject drugs, a small amount of the person's blood may remain on the needle or in the syringe and be injected directly into the other person's bloodstream. If that small amount of blood comes from a person who is HIV infected, it can be passed on to others sharing the needle. A person who becomes infected through intravenous drug use can also spread the virus through sexual contact.

Contaminated blood

Transfusion with infected blood or blood products. Before 1989 (2532) it was possible that persons receiving blood transfusions could become infected with AIDS. Since that time, most countries test their blood supplies for the presence of HIV antibodies. At this time there is little risk that AIDS will be spread from a blood

transfusion. AIDS cannot be contracted from donating blood, since disposable needles are always used to collect the blood. People who know that they are HIV infected should not donate blood, semen, or body organs.

Pregnant

Pregnancy of an infected woman. A woman infected with HIV is more likely to develop AIDS if she becomes pregnant. She may also pass the HIV from her blood to her fetus through the placenta. Approximately one third of the babies born to HIV infected mothers, whether or not she actually has AIDS will become HIV infected.

3. Discuss with the students preventive measures that can be used to eliminate and/or reduce the risk in each of the above behaviors. [See handout] Encourage students to name behaviors that will either eliminate the risk or for those who choose to continue in the risk behavior, will modify the risk. Write their suggestions on the chalkboard or on a flip chart. Have the students fill in their own personal chart. Use the teacher key to help facilitate the discussion.

4. Where appropriate (check with your school head master and coworkers): Discuss with the students that AIDS prevention includes the use of condoms to modify the risk behavior. Use the following questions as a guideline to discuss the use of condoms.

How effective are condoms?

If used properly, they are very effective. Condoms have to be used from the beginning of sexual contact until the end. They then should be removed carefully. When the condom is put on the penis a space should be left at the top. All of the air should be pressed out of the end.

Each package of condoms should contain directions for proper use.

Condoms should not be used with oil based lubricants, stored in a very warm or very cold place or kept for more than a year. All of these conditions increase the possibility of breakage.

Why do some sexually active people not use condoms? They may be too embarrassed to use them or to talk to their partners about using them.

They may not know that condoms are an effective preventative to transmission of the HIV.

They may not think becoming infected with HIV could happen to them.

They may not be concerned about their partners.

They may think that there is something wrong with planning to have sexual intercourse.

5. Distribute copies of the student worksheet "Making Decisions About AIDS Prevention" and have students look at their handout, "AIDS Risk Reduction and Prevention Behaviors" as a resource for this activity.

   Ask students to write a response to an appropriate number of "Dear Khun Kirunee" letters depending on the time available. After they have finished writing, ask them to form pairs and share their responses with one another.

   Close the lesson by asking the students the following questions:

   a. What did you learn from hearing other people's suggestions?
   b. How did you decide what to say in response to the letter?
   c. How would you want a friend to respond to your asking for help about AIDS?
   d. Who would you turn to for advice in situations like these? Why would you choose this person?

Lesson Summary:

The decisions to be sexually active or to use drugs have many implications including the risk of contracting AIDS. There are behaviors that we can choose to eliminate or modify risks. The choices we make should be made with a knowledge of facts about the risks and potential results.

Making Decisions About AIDS Prevention

I. Dear Khun Kirunee,

I have been hearing a lot about AIDS and I am worried about getting it. I am not sure how to keep from getting a disease like this, aside from not having sex. I am embarrassed about asking anyone else because I don't know what they will think of me. Will you help?

Signed,
Embarrassed

II. Dear Khun Kirunee,

I am worried about getting AIDS. My boyfriend has an older brother who shoots drugs. His brother's friends hang out at their house on the weekends when no adults are around. I am not sure whether my boyfriend uses drugs or not. I like this guy a lot, what should I do?

Signed,
Worried

III. Dear Khun Kirunee,

My friend has asked me to spend the night at her house. I just heard today that her brother is now living there and he has AIDS. I'm afraid of going to her house. Can I get AIDS?

Signed,
Afraid

IV. Dear Khun Kirunee,

I know you will think that I am too young to have sex, but it is too late now to hear that. I do not want to get AIDS and it is on my mind a lot What can I do to protect myself?

Signed,
Too Late

V. Dear Khun Kirunee,

I have a friend who is sexually active. I am concerned about him because he hangs around a crowd that is known to practice risky behaviors. I've heard about AIDS and my friends behavior concerns me. What should I do?

Signed,
A Friend

VI. Dear Khun Kirunee,

I have been seeing this person for a long time. I've gone out with other people all along, but this guy is special and I want to make a commitment to him. Do you think that I should tell him about the other guys?

Signed,
Special

VII. Dear Khun Kirunee,

I have had sex with several partners. Now I realize that I could have AIDS and if I continue my behavior, I could give AIDS to my partner. What should I do?

Signed,
Reputation

VIII. Dear Khun Kirunee,

I went with a boy for one and a half years and we had a special relationship. Now I realize that our relationship will end soon. What can I do in the future to be sure that I will not get AIDS?

Signed,
Is It Too Late

AIDS RISK REDUCTION AND PREVENTION BEHAVIORS

High Risk Behavior	Eliminate Risk	Modify Risk
1. Unprotected Sexual Intercourse • Sexual intercourse with an infected partner • Anal intercourse with an infected partner • Sexual intercourse with - multiple partners - someone who has had multiple partners		
2. Sharing Needles and Syringes		
3. Contaminated Blood and Blood Products.		
4. Pregnant woman/unborn child		

AIDS ACTION PLAN

Objectives: Participants will identify important AIDS messages. Participants will develop an action plan to communicate messages about AIDS. Participants will implement their (or the best of the group) action about AIDS messages.

Target Group: Secondary school students, teachers, community groups.

Group Size: one - unlimited number of participants

Time: Two class periods

Materials: AIDS Fact Sheet, AIDS Action Plan Chart

Preparation: The "AIDS Fact Sheet" may be substituted by any appropriate brochures, information cards or other printed media.

Directions: **Activities (Day 1)**

1. Ask each student to list on a sheet of paper four messages about AIDS that they feel are most important for young people to know.

Note: Students might think in terms of what four messages they would want to share with a friend. Remind the students to think about information on AIDS they have been discussing in class.

2. Divide the students into groups of 4-6 people. Have the students share their messages with the group members. Determine by group consensus the one message on which the group would like to take action.
   Provide the "AIDS Fact Sheet" to assist them with information and resources.

   Each group should select a recorder and leader. Distribute the student worksheet "AIDS Action Plan Chart" and "The AIDS Fact Sheet" to each group. Have each group develop their action.

3. Have the group leaders share their action plan with the rest of the class.

4. Inform the students that they will have an opportunity to work on their action plans during the next lesson.

Activities (Day 2)

5. Have the students work on their AIDS Action Plan. Since the length of time to finish the plans may vary provide some supplemental activities for group members who finish early.

i.e.

- write a letter to a provincial or national official making them aware of the key messages.
- develop a class AIDS information board with individual messages

6. Have group representatives display/exhibit the group project to the class members.

Summary: AIDS is a very complicated problem that frightens and confuses many people in our society; yet there are ways to protect yourself from becoming infected with the virus that causes AIDS. There is some very basic information about how the disease is spread and how it is <u>not</u> spread that everyone needs to know. The best tool that we have for dealing effectively with this epidemic is education and you can be part of that educational process.

THE AIDS FACT SHEET

What is AIDS?

AIDS stands for acquired immune deficiency syndrome. Very simply, AIDS is caused by a virus that infects and damages cells of the immune system. AIDS by itself does not kill, but it allows other infections (such as pneumonia, cancer and other illnesses) to invade the body, and these diseases can kill.

At the present time, there is no known cure for AIDS, and no vaccine that prevents the disease.

Though AIDS is a communicable disease, it is not spread through casual contact.

Fortunately, the virus that causes AIDS is hard to catch and can be prevented. AIDS is a very serious disease, but you should know these facts.

1. AIDS is not spread by casual contact in schools, at parties, in swimming pools, stores or the workplace.

2. The Human Immuno-deficiency Virus is very weak and does not survive well outside the body.

3. You cannot catch AIDS by hugging, shaking hands or simply being near a person who is infected with the virus. NO person has ever been infected by an insect bite.

4. You cannot catch AIDS from a toilet seat.

5. The virus is not spread through the air from sneezing or coughing.

How do people get AIDS?

Not everyone is at risk for AIDS. People who are at risk can protect themselves if they take reasonable precautions. Being safe from AIDS is up to you. It's your responsibility to protect yourself -- and those you love. It starts with knowing how people get AIDS.

<u>The main ways the Human Immuno-deficiency Virus is spread are</u>:

Having sex (intercourse with an infected person)

Sharing drug needles and syringes with users of heroin, cocaine and other illegal drugs

Contaminated blood

Babies can be born with the virus if the mother is infected

Can you catch AIDS from someone who has AIDS by touching them?

No, there is no evidence that the virus is spread through casual contact (including shaking hands, social kissing, coughing, sneezing, sharing swimming pools, bed linen, eating utensils, cups, office equipment, chairs). There is no reason to avoid an infected person in ordinary social contact.

What about doctors, nurses, dentists and other health care workers?

Routine safety measures, such as wearing gloves, protect both patients and health care professionals. Special precautions are taken when handling blood from infected patients, or when giving injections.

What about blood transfusions?

It is true that some people got AIDS from infected blood transfusions, but that is extremely rare. Today, all donated blood is tested for the virus that causes AIDS.

What about giving blood?

There is no risk from donating blood. New needles are used for each donor, each time blood is given.

AIDS ACTION PLAN CHART

Directions:

1. Have each student share their four messages with the members of the group.
2. Have the group agree on the message they want to develop through an action plan.
3. Fill in the following chart and be prepared to report to the class.

---

1. Message

   _____
   _____
   _____
   _____

2. Target Audience (who is the message for - be specific)

   _____
   _____
   _____
   _____

3. Method (how will you reach this group)
   When:

   _____
   _____
   _____
   _____

   Where:

   _____
   _____
   _____
   _____

   How:

   _____
   _____
   _____
   _____

Suggestions: i.e. posters, buttons, bulletin board, letters, announcements (See Appendix I)

VOCABULARY GAMES

PHYSICAL SPELLING

Objective: To reinforce a person's ability to spell and recall words.

Target Group: Primary and Secondary students

Materials: Letter Cards (Thai/English)

Preparation: Prepare a set of cards with only one letter of the English/Thai alphabet on them.

E	Q	X

Extra cards must be made for some letters which appear frequently, such as, s, e, t, a, m, n, etc.

Directions: One or two cards are given to each participant. The facilitator will call out a word, such as "symptom". Participants with the correct letters to spell the word must run to the front of the room and spell the word correctly by standing in order.

S	Y	M	P	T	O	M

To make the game a little more interesting and competitive, two sets of cards can be made and the participants divided into two teams. The team which physically spells the word first will receive one point. If a team spells the word incorrectly, one point may be deducted from that team's score. The team with the most points at the end of the game wins.

SCRAMBLED WORDS

Objective: To reinforce a person's ability to spell and recall words.

Target Group: Students at all levels

Directions: A short list of "scrambled words" is placed on the blackboard. The facilitator tells the participants that they must put the letters in the correct order to form a vocabulary word.

SDIA (AIDS); esdisae (disease); ymspmot (symptom)

The participants may be divided into two equal teams. One person from each team will then race to the blackboard to spell the word correctly. The team which correctly spells the word first will receive one point. The team with the most points at the end of the game wins.

SCRAMBLED SENTENCES

Objective: To reinforce a person's ability to use and understand the meaning of vocabulary words to be better able to explain how AIDS is transmitted, and not transmitted, and how AIDS can be prevented.

Target Group: Students at all levels.

Directions: A "scrambled word" is put on the blackboard.

Participants must put the words into the correct order to form a sentence.

mosquitos get from AIDS you can't.

(You can't get AIDS from mosquitos.)

Participants may also be divided into two teams. The team which formulates a correct sentence first will receive one point. The team with the most points at the end of the game wins.

SCRAMBLED STORY

Objective: To help students learn vocabulary in context to be better able to explain how AIDS is transmitted, and not transmitted, and how AIDS can be prevented.

Target Group: Students at all levels

Directions:

- The participants are placed into small groups. Each group is given an envelope with many sentences in it.
- Participants must arrange the sentences in a logical order so that they form a story.
- The first attempt at this may be difficult for the participants. One suggestion is to have the students read the story first. Then, the participants must place their copies of the story in their desks. The participants can then arrange the story from memory.

VERTICAL SPELLING

Objective: To reinforce a person's ability to spell and recall words.

Target Group: Students at all levels

Directions: One of the acronyms HIV, AIDS, ARC are written twice on the blackboard. Participants are divided into two teams. One member from each team must race to the blackboard and write, vertically, the words that each letter of the acronym stands for. Other team members may help with the words and spelling. The team which first spells all of the words correctly is the winner.

A	R	C
I	e	o
D	l	m
S	a	p
	t	l
	e	e
	d	x

CAPTAIN CONDOM COMMANDS

Objective: To help clarify the meaning of vocabulary

Target Group: Students at all levels

Directions: Participants are taught some simple motions which indicate "safe" or "risky" behavior, e.g. "Use a condom" the students can make the motion of tearing open a condom packet. This exercise is similar to giving participants random commands but the participants must react quickly and must not be tricked into obeying any direction not preceded by "Captain Condom commands..." For example, "Captain condom commands use a condom": all students must make the motion of opening a condom packet. "Use drugs", however, must not be obeyed. If the participant makes the motion indicating drug use, that participant is eliminated from the game. A discussion should follow after the game as to why students were eliminated from the game and the reasons that their behavior was risky.

ROLL YOUR FORTUNE

Objective: To help students with spelling and to identify new vocabulary.

Target Group: Students at all levels.

Materials: One large playing die, blackboard, word list

Directions: Participants are divided into two teams. A "blank" word is written on the blackboard.

— — — — — — —

(symptom)

One team rolls the playing die. The roller guesses a letter. If the word contains the letter which is guessed, this team will get the number of points shown on the die. For example, if the participant rolls a five (5) and guesses "y", his/her team will receive five points. If the roller guesses a letter in the word, that team will get to roll again. If the letter guessed is not in the word, then it is the other team's chance to roll. Repeat until the entire word is spelled out.

Note:

A. A roll of "1" is an automatic loss of turn
B. Only the team that guesses the final letter keeps its points. The other team will get "0" points.
C. This game may be played using English or Thai words.

VOCABULARY AID

Objective: To help participants learn vocabulary, to be better able to explain how AIDS is transmitted and is not transmitted, and how AIDS can be prevented.

Target Group: Secondary students, Health care workers

Group Size: Individual or pair

Materials: Worksheet "Vocabulary Aid", Teacher key

Preparation: Make enough copies for the number of participants

Time: 10 minutes

Directions: Match the correct statement in column B to the appropriate vocabulary word or phrase in column A.

Answer Key

1. f	2. b	3. i	4. c	5. e
6. g	7. h	8. d	9. a	10. j

VOCABULARY AID

A		B	
1.____	HIV	A.	a person who gives blood to be stored and used for transfusion
2.____	opportunistic	B.	a disease that occurs because the disease body's immune system has been damaged
3.____	risk behavior	C.	part of the blood which is responsible for destroying infections that enter the body
4.____	white blood cells	D.	a communicable disease that results in a breakdown of the body's ability to fight infection
5.____	immunity	E.	the body's ability to resist disease
6.____	communicable disease	F.	the most widely used name for the virus that causes AIDS
7.____	AIDS-related complex	G.	a disease that is passed from one person to another
8.____	Acquired Immune Deficiency Syndrome	H.	a condition caused by the HIV infection in which a person tests positive and has <u>some</u> symptoms
9.____	blood donor	I.	a behavior that threatens a person's health and increases their chances of becoming ill
10.____	abstinence	J.	choosing not to have sexual intercourse

TIC TAC TOE I - USING VOCABULARY

Objective: To encourage proper pronunciation of vocabulary; to reinforce AIDS information

Target Group: Students of all levels, 5-50 players

Time: 15 minutes

Materials: Blackboard, chalk

Preparation: Draw a tic-tac-toe grid on the board and fill the grid in with AIDS vocabulary.

Directions:

- Divide the group into two teams: X and O
- Choose 2 students from team X
- The first team member chooses a square, e.g. "Top Right" and pronounces the word(s) in the square, e.g. "Dirty needles."
- The second team member makes a sentence about the word, e.g. "You can get AIDS from sharing dirty needles."
- If the student does this correctly, the words in the square are erased and an X is put in the square.
- Team O follows the same procedure.
- If one team gets 3 Xs or Os in a row, they win.

AIDS	Shoot Drugs	White Blood Cells
X	Mosquitos	HIV
Blood	O	Immune System

Example for Tic-Tac-Toe

TIC TAC TOE II - ANSWERING QUESTIONS

Directions: To assist in reviewing basic AIDS information and attitudes needed to break the chain of infection

Target Group: Upper level primary students, secondary students

Group Size: 10 persons to full classroom

Materials: Chalk, Blackboard, question cards

Preparation: Draw a Tic-Tac-Toe grid on the blackboard where each square in the grid corresponds to a question either by letter (A-I) or by number (1-9).

Directions:

- Divide group into two teams; X and O
- Play tic-tac-toe where a correct answer allows a team to mark an X or an O in the grid (See Directions for Tic Tac Toe I)
- Team one chooses a number and receives the question card marked with that number.
- A team member must read the card and the other team members must answer the question.
- Play until a team has three Xs or Os in a row
- Continue playing until you use up all of your questions
- Questions may take the form of True/False, Yes/No, or Fill-in for answers
- Draw upon the following for questions:
  1. Myths and Facts about AIDS
  2. What are the risks for AIDS

  Students need to be aware of what behaviors put you at risk for HIV infection. Use the following categories:

  definitely a risk
  probably a risk
  probably not a risk
  definitely not a risk

  3. The story of AIDS, i.e. basic information of AIDS transmission and prevention

OTHER TIC TAC TOE VARIATIONS

Materials: Make cards or slips of paper numbering from 1-9. On each one write a question about AIDS.

Directions: **Variation 1:**

For English Camps or in the classroom (Grid 1)

On a card write a simple true/false statement about AIDS in English.

A team member must read the English sentence.

The other team members must decide if the statement is right or wrong.

The team gets a point is they answer correctly.

Variation 2:

To play longer, make more cards, numbering 10-18.

Questions or statements can be harder, based on the information learned in the first set.

Variation 3: (Grid 2)

Vary original version in AIDS Manual by substituting words associated with social issues, e.g. women, marriage, support, love, person with AIDS, etc.

(Grid 1)

1	2	3
4	5	6
7	8	9

(Grid 2)

Family	Support	Women
Baby	Marriage	Love
Friend	Person with AIDS	Teenagers

TRANSMISSION GAMES

WHO HAS THE AIDS VIRUS?

Objective: To demonstrate that you cannot tell by looks or profession who has the AIDS virus.

Target Group: All groups

Materials: Assortment of pictures of people of various races, ages, ethnic groups, and professions

Preparation: Cut eight to twelve pictures of a variety of people from magazines or newspapers. Staple or paste on colored paper. Give each picture a description, e.g. "This man is about 50 years old, is a bank manager, and has plenty of money." Then decide if the person has the AIDS virus or not. Write it in large letters on the back.

Explain to the group: "This is a game. We do not know if these people have the virus or not. When a person is infected with the virus but does not yet have the virus, there are no symptoms. You cannot see it."

Directions:

- Make two teams, more if the group is large. The game must move quickly, so avoid too many groups. Groups should be small enough so they can discuss their answers.
- Hold up a picture for team # 1. Be careful no one can see the answer on the back. Describe the person in the picture and ask, "Do you think this person has the virus?"
- Ask them to decide <u>as a group</u>. When they answer, ask "Why?" they made that decision.
- Show the answer on the back. If their guess matches what you have written, the team gets a point. Then go to team #2 and so on, using 4-6 pictures for each team.

Explain again: "This was just a game. We do not know if these people have the virus or not. The game shows that you can't see when a person has the virus, even when they look clean and beautiful and rich."

Variation: On the wall hang two signs:
"These people have the AIDS virus."
"These people do not have the AIDS virus."
Instead of teams, have the whole audience decide who is or is not infected. Put the pictures under the appropriate sign. When all the pictures have been placed, turn them over to see the answers.

By Jo Young, U.S. Peace Corps Volunteer

THE SPREADING OF COMMUNICABLE DISEASE

Objectives: To illustrate how STD's (1) are transmitted, (2) are not transmitted, and (3) ways to reduce risks of infection.

Target Group: Secondary school students, Teachers, Community Groups, Health Care Workers

Group Size: 15 to 300

Materials: Small blank slips of paper, prevention behavior slips, and risk and infection slips.

Preparation: Prepare "status" slips for the following:
(Example for 150 participants)

Prevention behavior	Risk and Infection
Use condoms everytime	25
risk*	60
abstinence	20
infected with HIV**	5
monogamy	20
children not yet at risk	10
Use drugs but clean needles beforehand	10

*risk slips really serve no purpose other than to give all participants the same number of slips and to let these participants know that they are at risk as well. Risk slips may be labeled more specifically, e.g. "partner looked clean" or "only shared a needle once," etc.

**For younger groups, infected with HIV can be replaced with, for example, infected with the measles, then change the other slips accordingly. Students learn how diseases are transmitted through a population.

Time: 20 minutes

Directions:

- Divide the participants into four groups and pass out the blank slips of paper. On the paper, the players must write three names. If a player is in group I, he/she must write the name of one person from groups II, III, and IV. If a player is in group II, he/she must write the name of one person from groups III, IV, and I. If a player is in group III,

he/she must write the name of one person from IV, I, and II. And, if the player is in group IV, s/he must write the name of one person from groups I, II, and III.

- Pass out folded prevention behavior and risk and infection slips and ask the participants not to read them yet. Explain to the participants that they represent a population and that any number of a population is at risk of infection with diseases if anyone else in the population is already infected. Have the participants who have received the slip "Infected with HIV" raise their hands. Have these participants come to the front of the room. Give them reasons for their infection, e.g. too many partners, using dirty needles, infected by husband, etc. Have these students quickly read the names they have written on their slips of paper. Have the participants whose names were read come to the front of the room as they have been infected as well. Then ask the participants still sitting if they have any of the names of the participants who are standing at the front of the room written on their slips of paper. If they do, they must join the standing participants. This is repeated until all of the participants are standing.

- Then ask which of the participants have the slips "Abstinence". Explain that this is the best way to prevent sexually transmitted diseases and that they may take their seats. Then, ask the participants to raise their hands if they have the slip "Use condoms everytime". Explain that if they use condoms everytime they have sex they reduce the risk of being infected. These participants may sit down once again. Ask the participants if they have the slip "monogamy". Explain that there is little risk for disease if they have mutually monogamous partners. These participants may also sit down. If participants have the slip "children not yet at risk", they have not yet thought about having sexual intercourse or using drugs." They may sit down. Finally, if participants have the slips "use drugs but clean needles beforehand" they have also reduced their risk for infection and may also sit down.

- There will still be a sizeable number of participants standing. These participants represent those people in the population who are not yet informed about the transmission of STD's and HIV or choose not to follow the information that is available. Explain that some STD's

are painful and dangerous to their health, and that treatment can take a long time. Mention that if they are infected by HIV, there is no cure.

- Have all of the players sit down and, by soliciting their answers, quickly review the transmission and prevention of HIV and STDs.

SHAKING STD'S

Objective: To illustrate through a simulated activity how STD's (1) are transmitted, (2) are not transmitted, and (3) ways to reduce risks of infection.

Target Group: Secondary school students, community groups, etc.

Materials: 3 x 5 cards, a pencil for each participant, one right handed glove.

Directions:

- Hand out 3 x 5 cards to participants.
- Tell them to write numbers 1-2-3-4-5 down the left side of the card.
- Five people will receive cards which have special instructions on the back.
  - Person 1: Do not shake hands.
  - Person 2: Shake hands only with person #3.
  - Person 3: Shake hands only with person #2.
  - Person 4: Shake hands only with a glove on your hand.
  - Person 5: After you shake hands, sign the card as "Person 5" and tell that person to sign all future cards as "Friend of Person 5."
- Instruction to Group:
  Each participant is to go and introduce him/herself to another, shake their hands, and sign each other's card. Repeat this 4 times until you have five names on your card and then sit down.

Discussion:

- For this activity, shaking hands is symbolic of having sexual contact.
  Person 1 was instructed not to shake hands with anyone. This person was symbolically practicing *abstinence*.
  Persons 2 and 3 were instructed to shake hands only with each other. They were symbolically practicing monogamy.
  Person 4 was instructed to only shake hands with a glove on his/her hand. This person was symbolically practicing a barrier method, such as using a condom.
  Person 5 symbolically had an STD. He/She signed cards as "Person 5" and told those people to sign others' cards as "Friend of Person 5."

What does it mean:
Persons 1, 2, and 3 would not transmit the disease since STD's are prevented with abstinence and monogamous relationships.

Person 4's risk of infection was reduced but not eliminated, by the use of a barrier method such as the glove which was symbolic of a condom.
Person 5 exposed his/her contacts to STD's

STD transmission:
Person 5, please stand up. Everyone now look at your 3x5 cards.

Look at Number 1. If your card says Person 5, please stand up.

Look at Number 2. If your card says Person 5, or Friend of Person 5, please stand up.

Look at Number 3. If your card says Person 5, or Friend of Person 5, please stand up.

Look at Number 4. If your card says Person 5, or Friend of Person 5, please stand up.

Look at Number 5. If your card says Person 5, or Friend of Person 5, please stand up.

Note: Not everyone exposed to an STD infected person will contract an STD, but sometimes only one contact is necessary. Rates of infection depend on the particular STD, the type of sexual contact, the sex of the participants, the number of participants, other STD's acting as co-factors, geographic locations, sexual history of partners, as well as other factors.

Variation:

- Ask the persons standing, "How do you feel about being infected?" (surprised, embarrassed, angry, etc.?)
- Ask Person 1, "How did you feel when others tried to shake your hand and you couldn't respond?" (rejected, foolish, bashful, etc.?)
- Ask Persons 2 and 3, "How did you feel when you could only shake hands with each other?" (left out, rejected, special, etc.?)
- Ask person 4, "How did others respond to the glove on your hand when you shook hands?" (surprised, questioned, reluctant to shake hands, etc.?)

- Ask Person 5, "How did you feel knowing you possibly infected all these people?" (embarrassed, sorry, didn't know what he/she was doing, etc.?)

- When did this STD really start to be transmitted?

- Discuss the effectiveness of the following methods to reduce the risks of STD infection:
    - **abstinence:** best, most effective way
    - **monogamy:** effective if neither is already infected
    - limited number of parthers: reduce risk but still at risk
    - **limit partners who have multiple partners:** reduce but still at risk
    - **condoms:** reduce but do not eliminate possibility of infection

From: Ohio Public School AIDS Manual

THE AIDS RISK GAME

Objective: A self-teaching/evaluating activity to learn about AIDS transmission.

Target Group: Secondary students and adult

Materials: One test sheet for each person, colored paper, pencils

Preparation:

- Copy one sheet for each person.
- Cut strips of colored paper the length and width of the "Correct Answer" column, and paste or staple to top of "Correct Answer" column.

Directions:

- Each person writes their answers to questions in the "Your Answer" column, using the code at the top of the question sheet.
- After completing all questions, individuals or groups look to see if their answers are correct.

Variation:

- Draw the activity on a large sheet of paper, big enough to be seen by the whole group.
- Have everyone answer the questions as a group and check the answers as a group.
- Allow time for questions and discussion.

CODE: N = No Risk R = Risk

PRACTICE	Your Answer	Correct Answer
Abstinence		N
Blood transfusions after screening		N
Blood transfusions using unscreened blood		R
Breast feeding by an infected mother		R
Cleaning blood spill without gloves		R
Coughing		N
Dry kissing		N
Ear piercing with shared needle		R
Hugging		N
Intercourse using an oil-based lubricant and condom		R
IV drug needle sharing		R
Massaging		N
Masturbation		N
Mutually monogamous relationship with an uninfected partner who does not use IV drugs		N
Proper use of condom with nonoxynol 9 spermicide		N
Sharing facilities with an infected person at school or work place		N
Sharing food and utensils, living and toilet facilities with an infected person		N
Sneezing		N
Tattooing		R
Unprotected vaginal sex when one partner is HIV positive or HIV status is unknown		R
Using a shared needle that has been cleaned with bleach		N

From: The AIDSED Center, WHO/UNESCO, Bangkok, Thailand

AIDS PROBLEM SITUATIONS

Objective: To spark discussion/thought in problem solving in AIDS related topics.

Target Group: Secondary students and adults

Materials: Copies of "Problem Situations" and "Form for Solving Problems" for all participants, or write on a flip chart or chalkboard where everyone can read easily.

Directions:

- Explain that in this activity we will do two things:
  * examine and discuss some common questions about AIDS transmission
  * learn how to look for solutions by using a four-step process.

- Ask participants to read the situations on the "AIDS Problem Situations" list and choose one they would like to work on.

- Ask participants to divide into three groups based on the situation they have chosen to solve. Groups should be about the same size. If not, invite a few people to change groups.

- Using the "Form for Solving Problems," participants should try to solve their problem by the following four-step process. This may be done as a group or each individual may fill out the form, sharing the results with the small group afterwards.

- After sufficient time for small group discussion, a spokesperson from each small group can make a brief presentation to the entire group, describing the process and the solution reached.

Variation: Split the group into smaller groups and assign each group a problem to solve. Have each small group give a presentation of their solution, having the groups act out their solutions.

AIDS Problem Situations

1. Supap hasn't had sex with anyone, but she shoots intravenous drugs with her friends. Since reading that AIDS can be passed by sharing IV drug needles and syringes, she wonders if she has gotten the AIDS virus.

2. Porntip dates Anchalee, and they often have sex. Porntip doesn't have sex with others but she thinks that Anchalee does. Porntip also believes that Anchalee may have had sex with someone at increased risk for AIDS. Neither has taken the AIDS antibody test to determine if they have been exposed to the AIDS virus. Porntip wants to continue having sex with Anchalee, but isn't sure what can be done to prevent exposure to the AIDS virus.

3. Mayuree works very hard to maintain good health. She reads about all aspects of health so that she can know the best preventive health practices. Mayuree has received a little information in school about AIDS, but doesn't feel it was enough. She wants to learn more about AIDS and keep current in the future.

Form for Solving Problems

Following the steps in this decision-making process can help you discover the best solutions to most problems. Use this process to help solve the AIDS problem situation you have chosen.

Check the AIDS problem situation you want to solve:
1____ 2____ 3____

Directions: After reading the problem situation on the Problem Situations page, answer the questions below.

1. What is THE PROBLEM?

2. What are THE IMPORTANT FACTS about the situation?

3. What are THE POSSIBLE ACTIONS?

4. What is THE BEST SOLUTION?

From: The Ohio Public Schools AIDS Manual

CHAIN OF COMMUNICABLE DISEASE GAME

Objective: To assist in identifying links in the communicable disease chain that can be broken to prevent and control the spread of some communicable diseases, including AIDS.

Target Group: Upper secondary school students, adults

Group Size: Six people per group

Materials: Link/Characteristics game cards (See Appendix II)

Preparation: Duplicate the number of sets of cards equal to the number of groups. Cut the cards apart and keep them in individual sets. Number the reverse of each set of cards from 1 to 30.

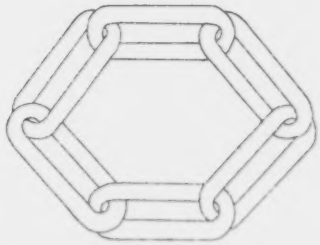
Time: 20 minutes

Directions:

- Divide participants into groups of six, three players per team.
- Place a set of labeled cards, number side up, on the table top in view of all of the players in the group.
- Explain that this game is similar to the game "concentration". (See Prevent AIDS Concentration rules). The first player selects a card by calling a number. The card with that number is turned over and the player must then make a match between a communicable disease chain link and its corresponding AIDS characteristic.
  Example:
  Transmission (Link) - **Unprotected Sexual Intercourse** (AIDS Characteristic)
- Each team should select the order in which team members play. Players can consult with team mates if necessary.
- When all of the cards are matched, the game is over.
- Have a large group discussion on the ways they players think the links in the "Communicable Disease Chain" can be broken to prevent the spread of HIV (or other communicable diseases).

COMMUNICABLE DISEASE CHAIN

To cause disease, the agents of infection must travel from one person to another. This creates a cycle which can be visualized as a chain linking all the necessary components for spreading of disease. Understanding and breaking the chain at any one link can prevent further infection.



A. The first link in the chain is AGENT.

THE GERM WHICH PRODUCES AN INFECTION. Most germs can be classified as either viruses, bacteria, fungi, or yeast. Like any life form, germs need a certain environment in order to survive. Some germs need air and die without it. Other germs die when exposed to air. Some germs need moisture and will die if their environment is dry. Warmth is a requirement for many germs, while some can survive in extreme cold or heat (even freezing or boiling temperatures). Certain nutrients (foods) are a must for germ growth, although some germs can survive for years with no nutrients while in the spore stage. All germs must eventually reproduce or they will die out. Antibiotics are chemicals which kill germs either by blocking their use of available nutrients (bacteriocidal) or by preventing reproduction (bacteriostatic)

A. The first link in the chain is AGENT.

B. The second link in the chain is RESERVOIR.

The germ reservoir is ANY PLACE GERMS CAN LIVE. Some can live only in humans or animals, while others can survive in inanimate reservoirs such as soil, air, water, food, or any such objects.

B. The second link in the chain is RESERVOIR.

C. The third link in the chain is PLACE OF EXIT.

WHERE THE GERM LEAVES THE RESERVOIR. Some germs leave animal reservoirs (humans, dogs, cats, skunks, etc.) through body openings such as the mouth, nose, rectum, genitals and wounds.

C. The third link in the chain is PLACE OF EXIT.

D. The fourth link in the chain is the METHOD OF TRANSMISSION.

HOW THE GERM TRAVELS FROM THE RESERVOIR'S PLACE OF EXIT TO ITS DESTINATION. A sneeze can send millions of germs into the air inside tiny droplets. The wind can carry some germ spores for miles. Human feces and urine can contaminate soil or water, especially if these wastes are allowed to enter water supplies without proper treatment. Kissing, sexual contact, or any contact with an infected sore can allow some germs to travel from reservoir to the new host.

D. The fourth link in the chain is the METHOD OF TRANSMISSION.

E. The fifth link in the chain is PLACE OF ENTRY.

THE PLACE WHERE THE GERM COMES INTO THE PERSON. Germs enter a new host in many ways. Germs in the air can be breathed in through the mouth or nose; germs in the water or food can enter the mouth and digestive system; and some germs enter through cuts or breaks in the kin. Others enter by direct contact with moist body areas as in most sexual intercourse.

E. The fifth link in the chain is PLACE OF ENTRY.

F. The final link in the chain is the SUSCEPTIBLE HOST.

BEHAVIORS, CONDITIONS, ENVIRONMENTAL AND INHERITED FACTORS WHICH MAKE A PERSON MORE LIKELY TO GET A DISEASE.

The condition of your body can affect its susceptibility, or danger of infection. Even when germs enter the body, infection does not always occur. Some people have already had certain diseases and have built an acquired immunity against future infections from that germ. Others have had innoculations which give the body artificial immunity. A body cannot fight some germs by producing antibodies and some germs are just too fast and tough for the white blood cells to handle. Good physical and mental condition, aided by proper nutrition, help the body resist infection. Proper hygiene, no breaks in the skin, and physical or chemical germ barriers are other defenses which help prevent the germ invasion. IF ANY OF THESE DEFENSES BREAK DOWN, THE HOST IS MORE SUSCEPTIBLE TO INFECTION.

F. The final link in the chain is the SUSCEPTIBLE HOST.

The chain of infection model presents opportunities to prevent infection by applying disease facts in choosing our behavior.

COMMUNICABLE DISEASE CHAIN
AIDS NARRATIVE

Human Immunodeficiency Virus (HIV)

AGENT

Human Immunodeficiency Virus (HIV) is known as the virus which causes AIDS. HIV is the most common and appropriate form used. However, there are several names used for this virus:

- HTLV-III - Human T-Lymphotrophic Virus Type III
- LAV - Lymphadenopathy Associated Virus
- AIDS virus

A. Human Immune System B. Asymptomatic carrier

RESERVOIR

A. The immune system is the body's mechanism for defending itself against harmful germs. For most diseases you acquire immunity (the body's resistance to disease) after exposure to a germ (virus, bacteria, fungi or yeast). When a germ enters the body, the immune system produces antibodies. These antibodies attempt to destroy or neutralize the invading organism.

The immune system includes many body organs and tissues. Human blood is also part of the body's immune system which contains different types of white blood cells (T-cells) that help fight infection.

The Human Immunodeficiency Virus attacks a person's immune system through entering specific T-cells and damaging the person's ability to fight other diseases. Without a functioning immune system, the person now becomes vulnerable to becoming infected by opportunistic diseases which may cause life-threatening illness.

Life-threatening illness that ordinarily would never get a foothold. This illness is called an "opportunistic disease" - using opportunity of lowered resistance to infect and destroy.

B. A large number of people who are infected with the AIDS virus have no signs or symptoms. This asymptomatic reservoirs of infected individuals are capable of spreading the infection through risk behaviors.

Penis, Vagina, Contaminated Blood

PLACE OF EXIT

The human immunodeficiency virus is found in several body fluids (semen, vaginal secretions and blood). During sexual contact an infected person's blood or semen and possibly vaginal secretions exit the body through the penis and vagina. The virus also exits the body through contaminated blood.

- on needles and syringes shared by drug users
- through contaminated blood products
- in blood donated for transfusion
- from pregnant women to unborn child

In 1989 a blood screening program was put into place to protect those receiving transfusions from contaminated blood.

Blood, semen, and vaginal secretions

METHOD OF TRANSMISSION

HIV is transmitted by high risk behaviors:

1. Unprotected sexual intercourse (heterosexually or homosexually)
2. By sharing needles and syringes for intravenous drug use
3. Receiving contaminated blood products
4. HIV positive pregnant women to their unborn infants

HIV is not spread through casual contact - sweat, tears, drinking from the same glass, hugging, etc.

Engaging in risk behaviors or deciding to abstain from risk behaviors are personal choices that will determine if you are a person at risk.

Anus, Penis, Vagina, bloodstream, mouth

PLACE OF ENTRY

Although the HIV is found in several body fluids, a person acquires the virus during sexual contact involving an infected person's blood or semen and vaginal secretions. The virus then enters a person's bloodstream through their rectum, vagina, penis, or mouth. Small (unseen by the naked eye) tears in the surface lining of the vagina or rectum may occur during intercourse thus opening an avenue for entrance of the virus directly into the bloodstream.

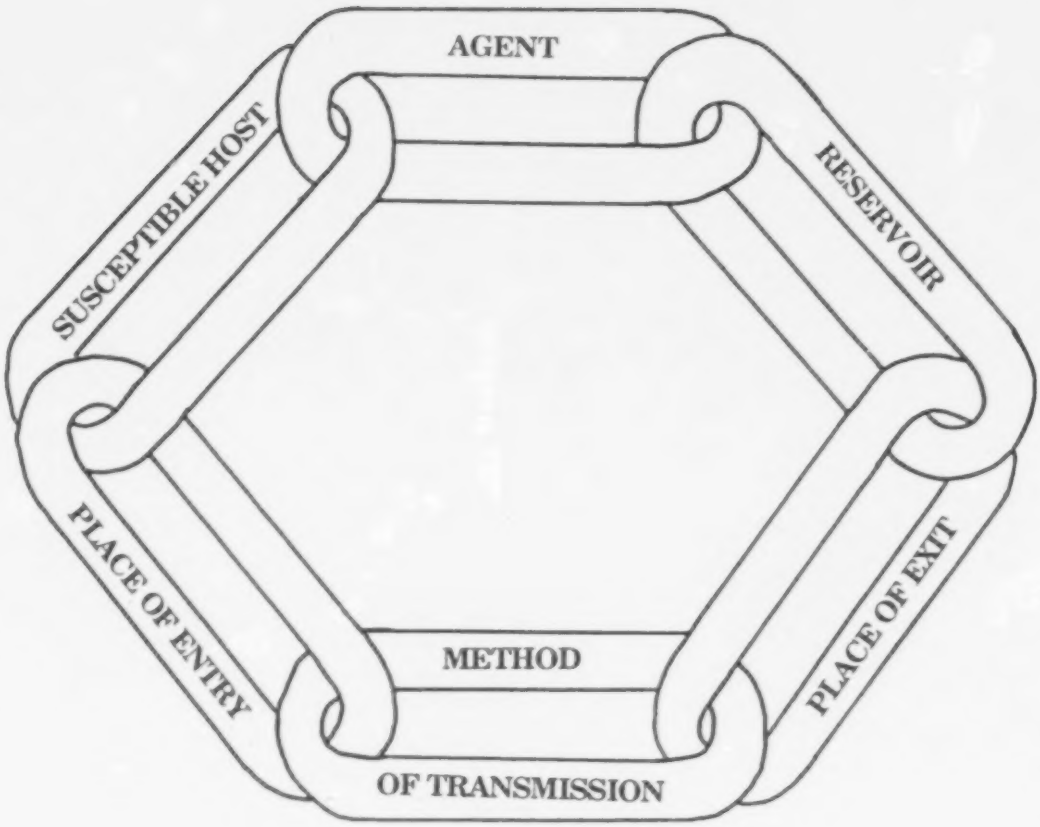
Anyone engaging in risk behaviors

SUSCEPTIBLE HOST

The human immunodeficiency virus infects persons who expose themselves to known risk behaviors. Risk behaviors are a matter of individual choice. The epidemic is no longer limited to certain risk groups.

AIDS is everyone's concern.

Chain Links	AIDS Characteristics
Agent	HIV
Reservoir	asymptomatic carrier
Reservoir	human immune system
Place of Exit	contaminated blood
Place of Exit	penis
Place of Exit	vagina
Method of Transmission	unprotected sexual intercourse
Method of Transmission	sharing needles
Method of Transmission	infected pregnant woman to unborn child
Method of Transmission	contaminated blood
Place of Entry	penis
Place of Entry	vagina
Place of Entry	anus
Place of Entry	blood
Susceptible Host	anyone engaging in risk behavior


AGENT
RESERVOIR
PLACE OF EXIT
METHOD
OF TRANSMISSION
PLACE OF ENTRY
SUSCEPTIBLE HOST

PREVENTION GAMES

101 WAYS TO SAY I LOVE YOU WITHOUT HAVING SEX

Objectives: To make the participants aware of alternatives to sexual intercourse for showing love. To foster positive self-esteem, self-respect, and self-control in a peer group in regard to abstinence.

Target group: Secondary school students, community groups

Group size: 10 - unlimited number of participants.

Time: 15 minutes

Materials: Flip-chart paper / poster paper, marking pens
(See Appendix I: AIDS Action Plan)

Preparation: Distribute flip chart paper and pens to the participants or, when having a race, hang two sets of flip-chart paper on the wall (use two sheets of paper so that the pens will not bleed through to the wall).

Directions:

1. Students are asked to respond <u>in writing</u> to the question: "If you and your girlfriend or boyfriend had decided to postpone sexual intercourse, how would you let the other person know that you loved her or him?" After the students have written their answers to the question, ask for a few volunteers to share their answers with the class. Some of these answers can then be discussed. Written answers should be collected and transferred to a large chart placed in a prominent place in the classroom as a reminder.

2. Have a race between two teams to write as many answers to the same question as they can within a 2 - 5 minute time limit. Then read the two lists to everyone. The lists should be kept and used as posters in the classroom.

From: Iowa Public Schools, U.S.A.

PREVENT AIDS CONCENTRATION

Objective: For target group to identify / recall / review vocabulary or other information and to check for understanding.

Target Group: Students of all levels

Group Size: 6-50 people

Time: 15 minutes

Materials: 18-20 cards (scrap paper), crayons, markers, blackboard ledge, tape or pocket chart.

Preparation: On half of the cards/paper, draw a picture related to AIDS, e.g., needles, condoms, two people holding hands, etc., and on the other half of the cards write a word or phrase that corresponds to the picture. The cards can be made in advance or made by the participants.
(See Appendix III for sample cards).

Directions:

- Place cards face-down against the blackboard, propped on the ledge or in a pocket chart.
- Number and letter the cards so that they can be easily identified.
- Divide the group into two teams.
- Each team takes turns asking to see a pair of cards.
- The facilitator turns the cards over each turn. If they match, the team asking gets the cards and a point; if they don't match, the cards are turned face down again and it is the other team's turn.
- Continue playing until all the cards are matched. The team with the most points wins.

Variation 1: In order for the team that matches the cards to gain a point, the team must answer a question related to the cards that they matched, i.e., if the cards matched are a picture of a condom and the word "condom", the facilitator can ask, "Does a condom help to prevent AIDS?"

Variation 2: Instead of the cards being pictures and vocabulary words, the cards could be questions and answers or sentences cut into two halves.

GOOD HEALTH CONCENTRATION

Objectives: Participants will learn that maintaining good health is the best way to fight disease. Participants will teach other participants while playing this game.

Target Group: Primary school students.

Group Size: 6 students per group suggested.

Time: 20 minutes

Materials: Health concentration cards. (See Appendix IV)

Preparation: Make 10 to 15 pairs of matching cards which show activities that promote good health. Write half sentences or phrases concerning good health and disease prevention on each card in a pair. (Each pair will have the complete sentence or phrase when together). Place different color designs or numbers on the backs of the cards. Note: The game will be more successful if prefaced by some instruction in good health practices, how some illnesses are communicable, methods to prevent diseases and ways to promote wellness.

Directions:

A. Divide students into groups of six, three students per team.
B. Place a set of labeled cards, number side up, on a table top in view of all of the students in the group.
C. The first player selects a card by calling a number or pointing to the card. The card is turned over and then the player must find the card with the corresponding or matching picture and information on it. When the cards are matched the player must then read the complete information on good health and disease prevention printed on each card out loud to the other players.
D. Each team should select the order in which team members play. Each player can consult with teammates if necessary.
E. When all of the cards are matched the game is over.
F. Bring all of the students back together in a large group and have the students share some of the ways good health can help prevent disease.

By Greg Carl, U.S. Peace Corps Volunteer

GO FISH (FOR A CURE)

Objectives: Players learn how some illnesses are communicable, some methods to prevent disease and ways to promote wellness.

Target Group: Primary school students [Secondary school students may also enjoy this game]

Group Size: 4 to 6 players per group. Players may play individually or they may play as two teams.

Time: 20 - 30 minutes

Materials: Communicable disease cards and prevention/cure cards. (See Appendix V)

Preparation: One set of communicable disease cards (14 cards) and one set of prevention/cure cards (28-32 cards). To help students distinguish the sets of cards from one another a different color design may be placed on the backs of the cards in each set. Students must receive some instruction on general communicable diseases before playing this game. Note: For younger students, do not use cards for STDs or HIV. For students in Primary 5 and 6 you may include a card for HIV but may want to refrain from including any prevention/cure cards. For students in secondary schools you may add cards for STDs and HIV along with prevention cards (or cure cards in the case of some STDs).

Directions: All of the communicable disease cards are dealt to the players. Three of the prevention/cure cards are dealt to every player, the rest are placed in a pile on the table. The players must first try to find prevention techniques or cures for the diseases that they have in their hands. The first player will ask any other player if she has a particular cure or prevention technique in her possession. If the player asked has the desired card in her hand, she must surrender it to the person who has asked for it. If she does not have the desired card she will tell the player who has asked for it to "go fish". If a player who asks for a card gets a match, she lays the corresponding cards on the table and may then ask for another card. When a match is not made it is the next player's turn. When a player has found cures or prevention techniques for all of her diseases and has prevention/cure cards left in her possession, she may then try to match these with disease cards in other players' hands. The player or the team with the most matching pairs when the disease cards are exhausted is the winner.

By Greg Carl, U.S. Peace Corps Volunteer

Suggested matches

German Measles

i. Isolate the person infected to keep the disease from spreading. Avoid visiting.
ii. Treat according to the symptoms. Intervene by taking antibiotics and drinking plenty of liquids.

Chicken Pox

i. Separate infected person until pox vanish, rest until fever disappears and keep the body clean.
ii. Alert! Don't come in contact with infected persons.

Influenza

i. Get plenty of sleep.
ii. Cover when sneezing or coughing. Don't share handkerchiefs.

Conjunctivitis

i. Don't allow flies to light near your eyes.
ii. Daub eyes with beeswax or use medicinal eyedrops.

Tuberculosis

i. Get vaccinated with B.C.G. regularly.
ii. Separate infected persons in a special room. Avoid visiting.

HIV

i. No cure!
ii. Use condoms every time you have sex.

Pneumonia

i. Eat food rich in calories.
ii. Treat by giving antibiotics through injection into muscles of the body.

Typhoid

i. Build resistance, use the vaccine made from the typhoid virus.
ii. Take medicine according to the symptoms such as fever, aches and pains, nervousness, and itching.

Cholera

i. Foods must be thoroughly cooked. Cover food to prevent flies from lighting on it.
ii. Use the vaccine made from the cholera virus to prevent the spread of the disease.

Notice: Do not give the preventative vaccine to persons already infected.

Filariasis

i. Prevent mosquito bites.
ii. Help destroy mosquito larvae and prevent mosquitoes from breeding.

Malaria

i. Prevent mosquito bites.
ii. Help destroy mosquito larvae and prevent mosquitoes from breeding.

Dengue Fever

i. Prevent mosquito bites.
ii. Help destroy mosquito larvae and prevent mosquitoes from breeding.

Diphtheria

i. Build resistance by giving 2-3 month old children the vaccine that also prevents whooping cough and tetanus.

Additional Playing Cards

i. Get plenty of rest.
ii. Vitamins
iii. Wash your hands before eating and after using the toilet.
iv. In order to prevent the spread of this disease, notify others in your community.

ELIMINATING BARRIERS TO INDIVIDUAL AIDS PREVENTION

Objective: To look for solutions to barriers in personal AIDS prevention.

Target Group: Upper secondary school students and adults

Materials: Blackboard and chalk, flip charts and markers (optional)

Preparation: None necessary.

Directions:

1. Identify Barriers to use of AIDS Prevention Methods

   Write the following AIDS sex and drug risk-reduction precautions on the chalkboard:
   - Sexual abstinence
   - Avoid exchange of body fluids by using condoms
   - Careful selection of partners then monogamous relationships
   - Don't use drugs
   - Avoid sharing of drug needles and syringes.

   Ask participants to identify barriers or reasons why people do not utilize AIDS prevention. Possible barriers to the strategies listed above might be:

   - Inability of a couple to resist peer pressure to be sexually active
   - Belief that sex is not pleasurable with a condom
   - Embarrassment in getting condoms

   Write all ideas on the blackboard.

2. Prioritizing Barriers

   Once all the barriers have been listed on the board, ask the participants to select what they think are the five most important barriers to the use of AIDS prevention methods.

   The most important barrier is given five points, and so on to one point for the least important. If the group is small this can be done through group discussion.

Variation: If the group is large, break into smaller groups. Each group should prioritize the list. After about ten minutes, groups reconvene and share their lists. Total the points groups have given to each barrier to determine order of priority.

3. Finding Solutions to Eliminating Barriers

   Divide the group into five groups and one of the top five barriers assigned to each group. Through discussion, the groups are to create solutions for eliminating the barrier assigned to them. They may write their solutions on flip charts. Solutions should be imaginative.

4. Discussion of Solutions

   A spokesperson for each group should report the created solutions to the entire class. These solutions, as well as other possible solutions from the rest of the group, should be discussed.

From: The Ohio Public Schools AIDS Manual

WHAT IS SAFE?

Objectives: To assess what a group already knows about AIDS. To provide additional information when necessary.

Target Group: Students, all levels, community groups.

Group Size: 20 to 30 people

Time: 10 - 15 minutes

Materials: Flip-chart paper, colored marking pens (preferably a different color for each group).

Preparation: Verbally prepare the group by saying,"You already know how the AIDS virus is spread, don't you? Tell me. Ask "How is it prevented?" Most groups will have the basic answers already.

Directions:

1. Divide participants into groups of about 10 people each.
2. Give each group a large sheet of flip-chart paper and a marker.
3. Tell the participants, "You have one minute to write as many things as you can that are safe."
4. At the end of one minute, each group must pass the paper to the next group.
5. New groups must add to what is already on the list. They may not write anything which is already on the list.
6. Keep passing the lists around until time is up.

Read the lists aloud if you like. Groups can decide if the answers are correct or not or just read for fun. Hang all of the lists on the wall for reading at leisure.

Variation 1: Safety Relay

- Form two teams of up to 12 people on each team. Team members must form a line, one person behind the other.
- Hang a piece of newsprint on the wall for each team.
- Team members must run to the paper, write one thing that is safe, then run back and hand the pen to the next person.
- The first team to finish wins.

Variation 2: Large Group Safety Relay

- Make only two groups of 10 people each. The rest of the audience watches or can call out suggestions.

- The teams form as above in variation # 1, running to write on the flip-chart paper.
- Both teams read their answers aloud. The audience decides if they are correct or not.
- The team which finishes first and has no wrong answers wins.

General Variation:

Substitute another message for safety, for instance:

- How can you say "I love you" without having sex?
- What would you tell your friend about how to protect her or himself?
- What are the new messages about AIDS, i.e., social issues?

Give prizes to as many participants as possible. Suggestions:

- Candy stapled to AIDS information cards or brochures.
- AIDS information card or brochure taped to a condom.

By Jo Young, U.S. Peace Corps Volunteer

GAMES TO REDUCE THE FEAR OF CONDOMS

Objective: To reduce the discomfort level with condoms; to ask questions about AIDS in a fun way.

Target Group: Level 5 and 6 primary school students, secondary school students and adults.

Time: 15 minutes each game. Time will vary with the number of condoms passed around and the time in between questions.

Materials: Condoms, questions or messages on small pieces of paper, a radio/tape player.

Preparation: Unroll condoms, place one question inside condom, blow up like a balloon.

CONDOM TIME BOMB

Directions: Have the participants stand in a circle. An inflated condom with a question inside is passed from player to player while music is being played. When the music stops, the player holding the condom must sit on it, burst it, and read the message or question. If there is a question in the condom, the player must answer the question, e.g. "What are three ways that you can prevent AIDS?" (See sample questions)

CONDOM BALL/CONDOM VOLLEYBALL

Directions: Divide the group of students into two teams and have them sit on opposite sides of the room. Place a string down the center of the room above the students heads. Have the students play volleyball with an inflated condom with a message or a question inside. Each side is permitted only three hits to get the condom over the string and into the other team's territory. The students may not leave their seats in order to hit the condom. If a student leaves his/her seat, the opposing team will earn an extra point. Before a team can score a point, the team must burst the condom and read or answer the question inside.

CONDOM CORNER GOAL

Directions: Have the students number off into two teams but have them remain sitting in their assigned seats. Place wastebaskets or some other form of goal in the four corners of the room. Each team is assigned two corners for goals. Toss two different color condoms or two different pictures drawn on them to the students. Each team is assigned one of these condoms and each condom has a message or a question inside. The teams must then try to hit their condom into the other team's goal.Students must not leave their seats in order to hit the condoms. The team which scores a goal must burst the condom, read the message or answer the question inside before a point is scored. The team with the most goals is the winner.

Sample Questions

Who can get the AIDS virus?

Anyone can get the virus if they participate in risk behaviors or are born of an infected mother.

Can people get the AIDS virus from animals and plants?

No.

Where does the AIDS virus live?

It lives in white blood cells in the blood and in semen and vaginal fluids.

Can we protect ourselves from AIDS?

Yes! We can say no to IV drugs, wait to have sex until we are ready for a mutually monogamous relationship or use condoms every time we have sex.

Other Suggestions for Activities with Condoms

- When playing board games, use different colored condom packets as markers
- When talking to adult groups, use condom packets as tokens for correct answers
- Condom over-and-under relay
- Condom water balloon toss
- Pass the condom (similar to pass the orange)
- Don't let it fall to the ground

BOARD GAMES

JEOPARDY

Objective: To have students ask questions about AIDS and to review information about AIDS.

Target Group: All groups depending on the categories selected.

Materials: Jeopardy board, game markers, category statement cards.

Preparation: The teacher must first make a Jeopardy board. The board is made by drawing a grid with four to six categories, e.g. AIDS, transmission, prevention myths, symptoms, etc., across the top and point totals from 5 to 1 vertically under each category. One point answers are the easiest and four point answers are the most difficult. For example, a one point statement under the AIDS category could be: "The first case of this disease appeared in Thailand in 1985." A four point statement in this same category could be: "It is the acronym for Acquired Immune Deficiency Syndrome."

Directions: To begin the game, divide the class into two teams and choose one team to play first. One student from the starting team then chooses a category and a point total: "AIDS for one point." The teacher then reads the corresponding statement: "The first case of this disease appeared in Thailand in 1985." The student must then make a question, "What is AIDS?" If the student formulates a question correctly, his/her team receives the corresponding point total. Then a student from the other team chooses a category and a point total. The game continues until all of the answers have been given and questions formulated. The team with the most points at the end of the game wins.

Sample Jeopardy Categories

Myths in the Transmission of AIDS

1. Some people think that you can contact AIDS from the bite of this insect. (mosquito)
2. Some people think that they don't have to be afraid of AIDS because they think the doctor has this already. (a vaccine/a cure)
3. Some people exercise to get this because they think this will protect them from getting AIDS. (strength and health)
4. You don't get AIDS from being in a risk group. You have a greater chance of getting AIDS from this. (Risk behavior)
5. Some people think they can cure or prevent AIDS by drinking the blood of this animal. (snake)

Symptoms

1. This symptom happens during the first stage of AIDS after initial infection. (no symptoms)
2. People don't have to worry about being fat if they have this symptom. (wasting syndrome)
3. If people have this symptom in their mouth and throat, eating and swallowing is very difficult. (Thrush)
4. This symptom appears at the back of the neck. (Enlarged lymph glands)
5. This period is between the time of infection with HIV and the appearance of antibodies in the blood. (window period)

Truths about Transmission and Prevention

1. If you use this correctly it is 90% effective in the prevention of HIV and other sexually transmitted diseases. (condom)
2. If you reduce this you will also reduce the risk of contacting AIDS (promiscuity/number of sex partners)
3. When using drugs before sex there is a great risk if you don't use this during sex. (condom)
4. When using drugs with a syringe don't forget to do this before using the syringe with others (clean the syringe and needle)
5. These are three ways to prevent AIDS.
   1. Abstain from drugs (including cigarettes and alcohol) that may impair your judgement.
   2. Abstain from sex or be monogamous.
   3. Use a condom every time you have sex.

General Information about AIDS

1. The first case of this disease appeared in Thailand in September 1985. (AIDS)
2. 200,000 - 400,000 people in Thailand. (estimate of the number of Thais already infected with HIV)
3. AIDS destroys this system in the body. (the immune system)
4. This is the abbreviation for Acquired Immune Deficiency Syndrome. (AIDS)
5. This is the abbreviation for Human Immune Deficiency Syndrome. (HIV)

Support

1. You can help stop AIDS through this activity. (Teach others about AIDS)
2. People should fight AIDS. You don't need to be afraid of or fight these people. (People with AIDS)
3. This activity lets people with AIDS know you are interested in them and not afraid. (holding hands, hugging)
4. These activities may help people prevent opportunistic diseases. (exercise, eat properly, don't smoke, don't drink alcohol, get plenty of sleep)
5. Children or adults who are infected with AIDS need this the most. (Love)

JEOPARDY

CAT	CAT	CAT	CAT	CAT
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5

NUTRITION BINGO

Objectives: Students will learn that good nutrition consisting of food from the five food groups leads to good health which aids in the prevention of some communicable diseases.

Target Group: Primary school students, lower secondary school students.

Group Size: 5 - 45+ students

Materials: Bingo playing boards, board markers.

Preparation: Prepare bingo cards which have five vertical columns and five horizontal columns. Each vertical column represents one of the five food groups: Protein, Vegetables, Carbohydrates, Fruit, and Fats and Oils.
Note: When teaching health and nutrition, point out that it is essential to have good nutrition to ward off some communicable diseases or to reduce or slow the effects of others. On order to grow strong and healthy a person needs to eat food from each of the five food groups. This concept is useful in teaching primary school students about the transmission of disease and as an alternative to occasions when talking directly about the transmission of disease through sexual contact is not appropriate. Moreover, this provides some necessary information in disease prevention as well as sets the stage for AIDS/STD education in later years.

Time: 15- 30 minutes.

To play:

1. One each card there are five categories which represent the five food groups: Protein, Vegetables, Carbohydrates, Fruit, and Fats and Oils.

2. A person will call out a name of a food. If you have that food on your card, cover it with a marker. (Note that some foods may be in two categories. If this happens, you can cover both squares).

3. The middle square on each card is "RICE" and is a "FREE" space. Everyone should cover it at the beginning of the game. It is "FREE" because everyone eats rice everyday.

4. A person wins when they have markers in a row either horizontally or diagonally. When they have this row they

will have a marker representing a food in each of the five food groups. A person cannot win when they have a vertical row because that is only one food group and you cannot grow strong and healthy by eating food from one food group only.

Below is a list of all the foods used in the game.
Use this list to make your cards and to call out the foods.

Mussels	Mushrooms	Potatoes	Apples	Butter
Squid	Tomatoes	Corn	Mangos	Coconut
Eggs	Cauliflower	Rice	Grapes	Egg Yolks
Beef	Eggplant	Cassava	Pomelo	Palm Oil Fish
	Bitter Gourd	Bread	Sugar apples	Vegetable
Chicken	Sugar Peas	Noodles	Lychee	Oil
Prawns	Shallots	Taro	Mangosteen	
Crab	Kale	Sugar Cane	Rose Apples	
Milk	Blue Pepper	Yams	Oranges	
Beans	Pumpkin	Sugar	Pineapple	
Bananas	Coriander		Langsat	
	Lettuce		Zalacca	
	Onions			
	Garlic			
	Bell Peppers			
	Cucumbers			
	Curly Pepper			
	Cabbage			

AIDS & LADDERS

Objective: To make players aware of behaviors and attitudes which can either promote or prevent HIV infection and AIDS.

Target Group: Upper level primary schools students, secondary school students.

Group Size: Two or more players, classroom (40-50 students) divided into two or more teams.

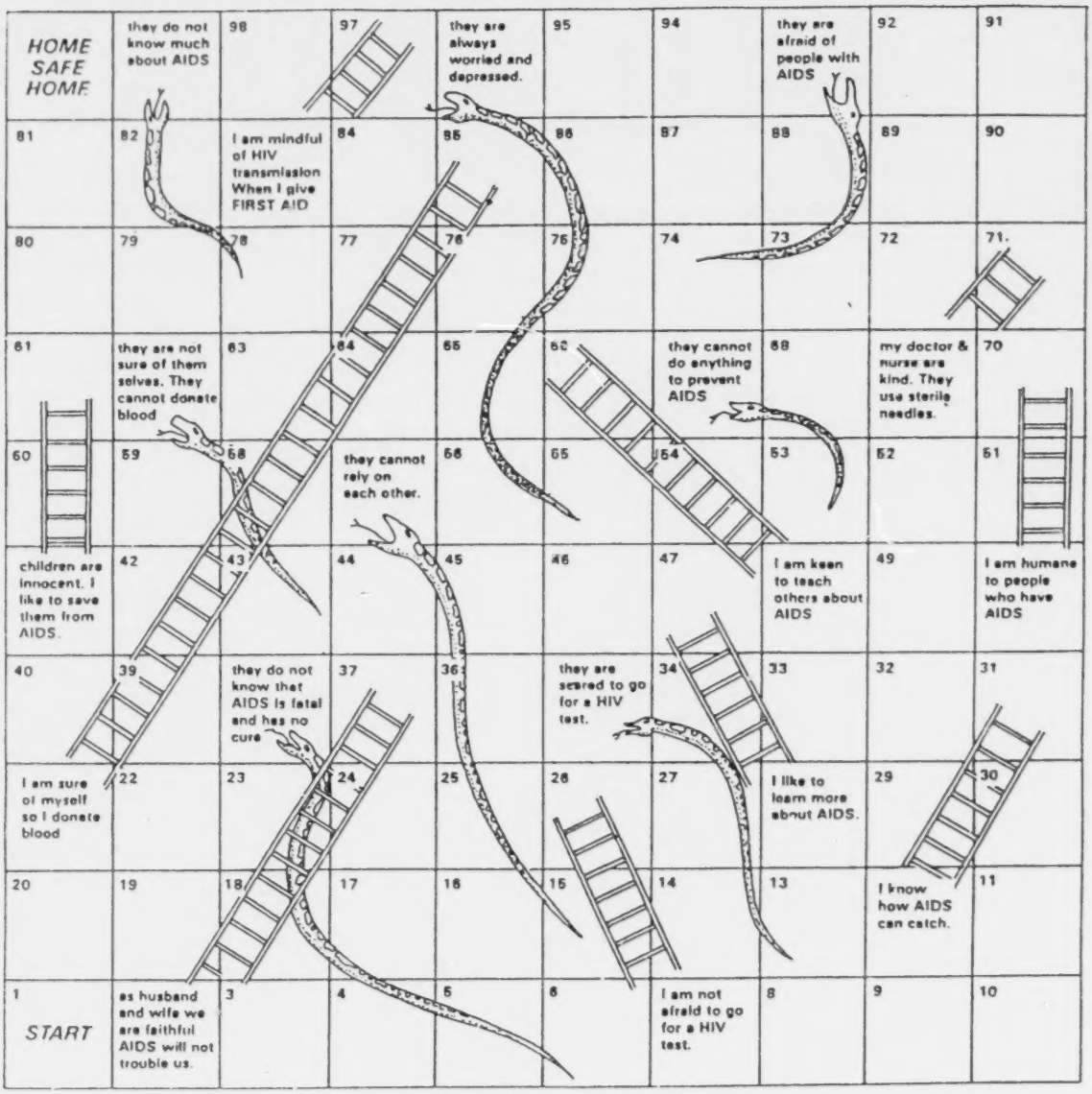
Materials: Large playing board for classroom use or smaller playing boards for small groups. Colored buttons or other markers, a playing die.

Preparation: Make a playing board and a large playing die.

Time: 30 minutes

Directions: Each team will roll the die for the highest number to determine which team will have the first turn. The team with the highest number will roll the die again and then move the number of spaces as indicated by the number on the die. When a team/player lands on a space with a written phrase in it they must read the phrase out loud to the other team/players.* If it is a behavior or attitude which prevents HIV infection and AIDS the team/player may climb up the ladder to the space at the top of the ladder. If it is a behavior or attitude which promotes HIV infection and AIDS the team/player's marker is swallowed by the snake and must be moved to the space marked by the snake's tail. The team/player which reaches Home Safe Home is the winner.

* Encourage students to discuss the behaviors and attitudes. Why do we do these behaviors? And, why do we have these attitudes?



Adapted by K.D.C. Perera, Assistant Director Community Health, Sri Lanka Red Cross Society, Sri Lanka

SNAKE GAME

Objectives: To review literature on communicable diseases or related material. To improve listening skills and reading comprehension.

Target Group: Secondary school students

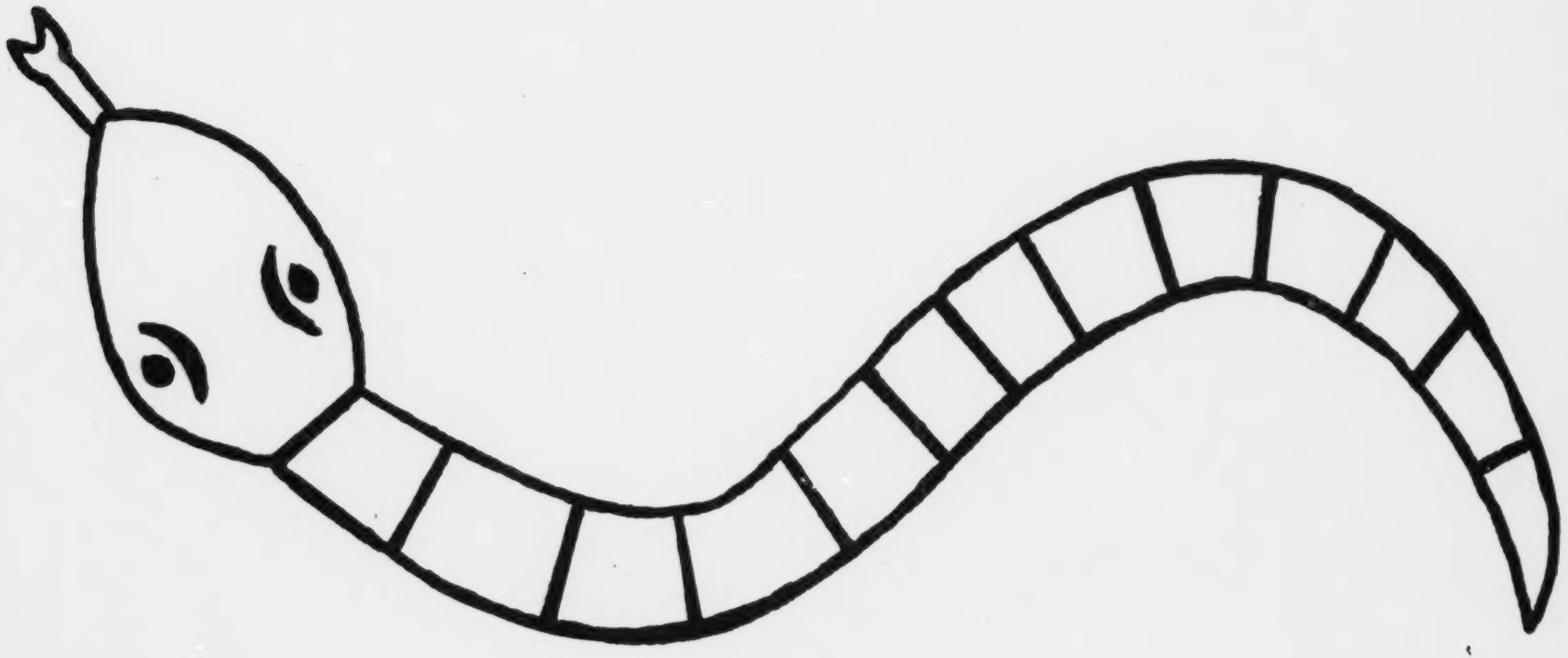
Group Size: Three - full classroom

Materials: Snake Game Board, colored playing markers, a playing die.

Preparation: Select a desired article or story relating to AIDS. Prepare questions corresponding to the article/story selected. A large snake drawn on a heavy piece of paper will need to be prepared. The snake should be divided into many sections, each section should be colored in one of three colors. Questions cards should also be prepared with three levels of difficulty: easy, medium, and difficult. Each level should have a different color. For example: Easy (Red) questions should be yes/no or true/false questions; Medium (Yellow) questions should be multiple choice questions; Difficult (Blue) questions should be "wh' questions, i.e. Who, What, When, Where, Why, or How questions.

Time: 1/2 hour to one hour

Directions: The teacher will give each student a copy of the reading and then teach it to the students. After this, the students will put the reading into their desks and the teacher will divide the class into two even teams. The first team selects one student to go to the front of the room and roll the playing die. The student will move his/her team's marker the number of spaces indicated on the die. He/she will then draw a question from the envelope of the same color as the space he/she is on. [For example: Suppatra rolls a four. She then moves the team's marker four spaces and lands on a red space. She draws a question from the envelope marked "red"]. If the student answers the question correctly, he/she keeps the teams marker on this space; is the student answers incorrectly, he/she moves the teams marker back two spaces. The next team rolls the die and does the same thing. The teams continue to take turns rolling the die and answering questions until one of the teams reaches the snake's head and wins the game. If all of the question cards have been used and no team has reached the snake's head, the team that is closer to the snake's head wins the game.



7-10

☐ Easy

☐ Medium

☐ Difficult

Snake Game

99

100

STOP AIDS NOW GAME

Objective: To review basic information about AIDS and for students to decide what are socially appropriate behaviors in this age of AIDS.

Target Group: Primary and secondary school students

Group Size: 4-6 students per board

Materials: Game boards, a playing die (4, 5, 6 = lose a turn)

Preparation: Students should already know some basic information about AIDS. This game can be used together with other resources, such as AIDS Answers for Teens or may be used on its own. The teacher should "walk" the students through the game the first time around to explain all of the pictures and the phrases which go with them. Perhaps all of the students and the teacher will play one round together. It is important for the students to understand each square of the game as each square deals with a different aspect of AIDS. The squares are both positive and negative.

Directions: After the students understand/have received some information about AIDS, there are different ways to proceed:
1) Have the students in a playing group decide whether there will be some sort of penalty for landing on a negative square (e.g. move two spaces backwards) or, if some sort of bonus will be given for landing on a positive square (e.g. move forward two spaces). Students must be encouraged to explain why they feel that the square they have landed on is positive or negative. It will lead to a lot of repetition but will reinforce the information that the students received earlier. The teacher may also assign penalties or bonuses.

2) When a student lands on a negative square, the teacher or the students may decide that the player automatically becomes HIV+. To emphasize the seriousness of being HIV+, the player may have to start the game over every time they land on a negative square or, must automatically move two spaces backwards every time they land on a negative square (or any square), giving a distinct advantage to the players who have avoided "questionable behavior". However, the player who becomes HIV+ should by no means be punished to the extent that they are placed in a holding or detention space or not be allowed to continue the game. The teacher should

emphasize the important roll the HIV+ persons have played in educating others about AIDS and about the risks of contacting HIV.

3) To emphasize the seriousness of the spread of AIDS, the teacher may have students play one quick round in which all of the players who contact HIV are out of the game. This will show the students that a large percentage of the population will become infected and that only a few lucky persons will escape infection.

4) Picture squares may be "free spaces" or may play a more active role in the game.

5) Feel free to experiment and create your own rules for the game.

By Greg Carl, U.S. Peace Corps Volunteer

START
1
2
ABSTAIN FROM SEX / USE A CONDOM
3
YOU VISIT COMMERCIAL SEX WORKERS
4
HIV
5
6
DIRTY NEEDLES BEWARE!
7
8
SAY "NO" TO DRUGS AND ALCOHOL
9
10
YOU HAVE SEX WITH MANY PARTNERS
11
12
CHILDREN INFECTED WITH HIV
13
HELP SOMEONE WHO HAS AIDS
14
15
WRITE FOR MORE INFORMATION
16
17
INFECTED BLOOD BEWARE!
18
19
TEACH OTHERS ABOUT AIDS
20
21
UNDERSTAND AIDS AND HAVE NO FEAR
22
23
AIDS
STOP AIDS NOW

7-13

STORIES

COME SIT BY ME

Wachara woke up bright and early. She tiptoed into the big bedroom, snuggled into bed and whispered to her mother, "Is it a school day or a stay-home day?

"A school day," answered her mother sleepily.

"Hmmph." Wachara crossed her arms and pouted. "I like stay-home days better".

The semester break from school was over. What fun they had had playing games ... collecting treasures ... staying up late ... visiting with Grandpa and Grandma.

"But I want to stay home with you!" she said to her Father.

Father answered in the gentlest of ways, "Now Wachara, go and get ready. You'll be happy to see your friends and maybe there will be new friends to play with."

So mother went to her work at the health clinic. Father went to his work at the family shop. Her older brother Nikorn went to his big school and Wachara got to go to her kindergarten.

It was noisy.

When Chalermchon saw Wachara he yelled "Wachara, Wachara, come sit by me!"

Maliwan yelled even louder, "Wachara, come sit by me!" Everyone giggled and wiggled on their bottoms to make room for Wachara in the snack-time circle.

"It's so nice to have you back Wachara. We missed you. "Would you be the special helper today?" asked Miss Jiraporn, her teacher.

"Yes, please!" her smile got bigger and bigger as she helped serve oranges to her friends.

She was happy almost all of the day climbing, swinging, painting and playing pretend.

That day they played doctor.

"My mother's a doctor, so I get to be the doctor," Wachara said.

"I'll be the sick person," Maliwan said.

"I'll be the nurse," added Chalermchon.

Together they rescued Maliwan from a burning house, made her wet paper casts for her broken legs and gave medicine for Lamduan's fever.

They all got better.

Soonthorn was the new child in their group. He was quiet. He wasn't rude. He didn't play very much. He minded his manners at lunch.

That night Wachara told Mother about her day. "I had fun playing. I had a really good nap. Soonthorn isn't my friend yet."

The days got cooler and cooler. Everyone had to wear warm sweaters or jackets. One day Wachara told her family that Soonthorn was sick and she missed him.

"He's my best friend now," she said sadly.

"How many days has he been sick?" Mother asked.

"I don't know. A lot," she answered.

After many sleeps, Soonthorn was feeling better and came back to school.

"What's AIDS?" Wachara asked one night at supper.

"AIDS is a sickness. Why do you ask?" asked Father.

"Because Jakkapong said he can't play with Soonthorn anymore because Soonthorn has AIDS."

"Do you play with Soonthorn?" Nikorn asked.

"Yes, he's my friend," she answered.

"Does he look sick?"her brother asked.

"I don't know." Wachara shrugged her answer and continued to eat her papaya salad and sticky rice.

Mother sat sown close to Wachara and told her this ...

"When you get sick with a fever, a cough or a runny nose, thousands of healthy fighter cells in your blood help make you get better."

"But if Soonthorn has AIDS, some of the most important fighter cells in his blood can't fight anymore. They can't help him get better from his fever, cough or runny nose like yours do."

Wachara asked,"If I play with him, will I get AIDS?"

"No," answered Mother. "You can play with Soonthorn, eat with him, nap by him, hug him, and do the things you normally do with all the other children."

So she did. She was happy. She had no worries. But some of the parents wouldn't let their children play with Wachara because she played with Soonthorn.

When Mother and Father found this out they were extremely upset. They sent messages to all of the parents and teachers and said, "We need to have a meeting and talk about AIDS."

Everyone came.

They talked and talked late into the night and they learned a lot about HIV and AIDS.

The next day, the children started to talk about dinosaurs.

They hunted for dinosaur bones around the school and planned to make dinosaur soup for lunch.

Soonthorn was the last to arrive.

When he saw what they were playing he shouted, "I know a lot about dinosaurs! You don't have to be afraid of them."

Jakkapong yelled, "Soonthorn, come sit by me!"

Chalermchon yelled even louder, "Soonthorn, come sit by me!!"

But Wachara yelled the loudest of all, "No, Soonthorn, come sit by me!!!"

Everyone giggled and wiggled on their bottoms to make room for Soonthorn in the snack-time circle.

"Soonthorn, would you like to be the special helper today?" asked Miss Jiraporn.

"Yes please," said Soonthorn.

And he was.

Many people are worried about getting HIV or AIDS. Most worries are unnecessary. You cannot get HIV or AIDS by:

Living with someone who has HIV or AIDS.
Sitting next to someone.
Caring for animals.
Having your hair cut.
Sharing cups, plates, knives and forks.
Shaking or holding hands.
Sharing a toilet or bathroom.
Mosquito bites.
Taking a nap next to someone.
Sharing toys.
Touching clothes or used tissues.
From coughs, sneezes or talking to someone.
Swimming in a pool or lake.
Playing with someone.
Eating and drinking.
Hugging someone.

Adapted from the story <u>Come Sit By Me</u> by Margaret Merrifield.

CHILDREN AND THE AIDS VIRUS

Look in the mirror. What do you see?
A good-looking kid?
Yes, that's you!

Look closer. Your body has different parts - a head, arms, and legs. These parts have smaller parts. Your arms have hands, your hands have fingers, and the fingers have nails.

Look even closer. Can you see fine hairs on the back of your hand? These hairs are made up of even smaller parts called cells. A cell is so tiny that you cannot see it without a microscope.

Your whole body is made up of billions of living cells. Your skin, your nails, your muscles, bones, blood, even your heart - every single part of you - are cells.

All around you, outside your body, live tiny things called microorganisms. They are invisible like cells. Microorganisms, such as bacteria, viruses, parasites, and fungi, are often harmless. But some of them can make you ill if they invade your body.

Inside your body, millions of special cells are ready to fight off invaders. Your fighter cells protect you. They are your body's natural defense system.

Let's find out about your fighter cells and one of their enemies, viruses.

Do you know what happened the last time you had a cold?

A cold virus sneaked inside your nose or throat and quickly made more viruses. But your fighter cells discovered the invaders and attacked them. All this activity upset your body and made you sick.

Luckily, your body's defense system was strong. Your fighter cells killed the viruses, and you felt better.

Not only do children get the cold virus. Adults, like your mom and dad, catch it, too.

Where does the virus come from?

When a person with a cold sneezes, tiny droplets containing the cold virus fly through the air and land on anyone who is nearby. The virus can enter the body through the mouth, nose, or eyes. Because the virus is invisible, you never know when you get it.

Having a cold is no fun. But medicine, loving care, and rest can make you feel better.

Other viruses can make you more ill than the cold virus does. Measles, mumps, rubella, chicken pox, and polio viruses also try to invade your body.

Before you were two years old a doctor or nurse gave you a special vaccination shot. The vaccine made your fighter cells so strong they could chase away the measles, mumps, or rubella virus. The vaccine made you immune. That means the virus could not make you ill.

Several years ago, doctors discovered a new virus: the HIV, or AIDS virus, which can cause AIDS. What happens when a person has the virus?

First HIV stays in the cells without doing harm. The person remains healthy.

Later, HIV multiplies and begins attacking fighter cells. That can make these people a little sick. They have ARC.

Finally, HIV kills many fighter cells. Without fighter cells, the body has no protection against harmful microorganisms. Bacteria, fungi, and common viruses can make these people ill with dangerous diseases. These people have AIDS.

It is important to learn about HIV. You will be glad to know that children almost never get this virus.

You do not catch it from a person's sneeze the way you catch the cold virus. No one gets AIDS from being around people or from touching them. You can't pick up HIV from things you share from others.

Usually, the AIDS virus cannot enter our body through the skin. It has to find other ways to get into the blood.

Let's find out how this can happen.

There are people who use illegal drugs. Some inject these dangerous drugs into the body with a needle. They share the needle with other drug users. If one of the drug users has AIDS, the virus could be in the blood that is on the needle. The next person who uses that needle may inject the AIDS virus into his or her own body.

There is another way HIV can get inside a person's body and into the blood - from body fluid.

When people have sex, body fluid can go from one person to the other. If one of the two people has HIV the tiny virus can slide with the body fluid inside the other person. From there, HIV finds its way into the blood.

As you get older, you may have questions about sex. Ask a parent, teacher, or another adult you trust for answers.

Young children do not catch HIV as long as they do not inject illegal drugs and do not have sex.

But ... haven't you heard about children who have AIDS?

Doctors will tell you that you can play with a child who has AIDS. You can swim in the same pool, visit each other's house, watch a movie, share toys, and enjoy snacks together. You can even share funny secrets with a friend who has AIDS.

Some babies are born with HIV. They were infected with the virus from their mothers who have AIDS. Babies with AIDS are often sick, and may need hospital care. Some die when they are still little. But as doctors and nurses keep learning about the virus, they are able to help more children survive longer.

Doctors and nurses are doing their best to make people with AIDS feel better when they are sick. But there is no medicine yet that kills the AIDS virus. Because there is no cure, adults and children with AIDS die.

In hospitals and laboratories, doctors and scientists are working hard to find medicine that will heal all AIDS-infected people.

Years ago, people suffered and died from measles, mumps, polio, and other serious diseases caused by viruses. The scientists found vaccines to protect everyone.

Today scientists are searching again. This time they are determined to find a vaccine that will make us immune to AIDS.

For now, understanding how HIV is spread can take away our fear of catching it. We can enjoy having a friend with AIDS because we know it is safe to play together, to hug each other, and to share funny secrets.

Adapted from Children and the AIDS Virus by Rosmarie Hausherr.

CHILDREN AND THE AIDS VIRUS
(Supplement for older students)

All viruses are invisible to the human eye. To see them, scientists use an electron microscope. This special instrument magnifies viruses thousands of times their original size.

The body has three types of fighter cells: T-cells, B-cells, and phagocytes. All of them together make up the natural immune defense system. B-cells are known as "white blood cells."

Under the microscope, each type of virus looks unique. One kind will have a smooth surface. Another will have spikes. Each type of virus causes a different disease.

No medicine kills the cold virus. But cough syrup, nose spray, or hot liquids can help when the body hurts.

A vaccine is a medical preparation usually injected into the arm. The polio vaccine is swallowed. There is no vaccine against chicken pox yet. Some vaccines protect from diseases caused by bacteria.

The body is immune when the fighter cells can easily identify and fight off a certain virus, or other harmful organism, that tries to infect it.

Doctors identified the AIDS virus in 1984. They call it the HIV - Human Immunodeficiency Virus. It causes the loss of immunity in the human body. The word AIDS is put together from four other words: A = acquired, I = immune, D = deficiency, S = syndrome.

ARC means AIDS-related complex. People with ARC have a number of medical problems, but they are not seriously ill.

Doctors are studying HIV to learn why it attacks the immune system in some infected people and not in others.

Outside the human body, the AIDS virus dies quickly. For its survival, it needs a host cell in the human body. After penetrating a T-cell in the immune system, the virus multiplies until the host cell bursts and dies. Each spewed-out virus then repeats the process. Each type of virus chooses its own specific kind of host cell. HIV travels in the blood to different parts of the body.

Doctor's can tell from a special blood test if a person is HIV-infected. Infected means that a virus, bacteria or other parasite has invaded a person's body. If HIV-infected blood comes in contact with skin that has sores, cuts, or lesions, the virus could enter the body through these openings.

There is no risk of contracting a virus from injections given by health care professionals. Their needles and syringes are sterile and are used only one time.

Body fluid is "body water." We have different fluids in our body: tears, saliva (spit), and urine. Men have semen and women have vaginal fluids in their private parts. The HIV has been found in semen and vaginal fluids. But only small numbers of the virus (not enough for the disease to be transmitted) have been detected in saliva and tears.

The HIV is dangerous because an infected adult may look and feel healthy and not know the virus is in the body. If that person has sex, the sex partner may become infected, too. To help protect themselves against receiving or spreading the HIV, many people practice safer sex. They use a condom. A condom is a thin piece of latex that encloses the penis. A condom prevents the exchange of body fluids.

Hospitals keep donated blood in blood banks. Since 1989, all blood in blood banks is checked for the HIV. Donating blood is always safe.

Some children and adults are born with blood that doesn't clot properly - a condition called hemophilia. When hemophiliacs are injured, they don't stop bleeding easily. They need a special clotting substance from donated blood. Before 1989, some hemophiliacs received HIV-contaminated blood.

More HIV-infected babies have been born in the last few years because more mothers have AIDS.

The HIV has spread throughout the world, and many adults and children have suffered and died from AIDS.

Intensive AIDS research is conducted in many countries. Scientists have made remarkable progress, but they still face unsolved problems. AIDS medicines are being developed and tested. Today only a few are available to AIDS patients. A drug called AZT does not offer a cure, but it seems to slow down the destruction of the immune system caused by the HIV.

From Children and the AIDS Virus by Rosmarie Hausherr.

THE STORY OF FOUR FRIENDS

Objective: To stress the importance of abstinence and monogamy in AIDS prevention.

Target Group: Secondary school students.

Materials: Flip chart/picture cards.

Preparation: Prepare the flip chart cards beforehand or ask students to help to draw the cards.

Hints for the facilitator:

- Read the story ahead of time to yourself. Memorize the story picture by picture so that you do not have to read the story from this paper.
- Change the names of the people in the story so that they suit the people of your area. Add other details about the characters' backgrounds to make them more personal.
- Have the students sit near you. Or walk slowly around with each chart so everyone can see the pictures.
- Hold the charts up high enough so that everyone can see. Hide your fingers as much as you can, Point the pictures to the students, not towards yourself.
- Point out details in the pictures and ask students questions. Ask "Do you see the 4 friends in the picture?" "Does this woman look healthy or sick?" "What is happening in this picture here?"

The Story

CHART 1: The Four Friends

Malee, Sompong, Tong-Chai and Cha-on (give your own local names to these people in the story) were good friends. They had all been going to school since Prathom 1. Sompong and Malee liked each other very much as did Tong-Chai and Cha-on. Both couples dreamed of getting married some day, after they had finished secondary school.

CHART 2: Teacher Talks to Class

One day at school, the teacher announced that they would be having a special lesson about the new disease called AIDS. Some of the pupils had already heard a little about it, but no one was really sure about the facts. The lecture about AIDS was very interesting. The teacher explained that by following one simple rule you could almost always avoid this terrible disease. He said that by saying no to IV drugs and by choosing just one person for marriage and being faithful to them and they to you, you would not get this illness. He explained that though AIDS can be spread in other ways, it is usually spread by people who had sex with many other people, or who shoot drugs.

CHART 3: Two Boys Begin to Argue

Soon after the lesson Sompong and Tong-Chai were talking about what the teacher said about AIDS. Tong-Chai was surprised when Sompong said he didn't believe what the teacher said. Sompong said that to prove you were a man you should have sex with as many women as possible and to go to prostitutes. An older boy had told Sompong that all sexually transmitted Diseases could be cured easily with one big injection. Tong-Chai reminded Sompong that AIDS could not be cured at all and that it caused a painful death.

CHART 4: The Boys Go Their Separate Ways

Tong-chai tried as hard as he could to convince Sompong that he was wrong. Tong-Chai knew that it was exactly Sompong's kind of thinking that was causing AIDS to spread very rapidly. Tong-Chai kept trying until Sompong got angry with him and left to go talk with some other friends. Tong-Chai realized that these friends were the ones who had been the source of Sompong's mistaken ideas. Sompong's friends had all dropped out of school several years earlier and spent most of their time sitting around drinking Mekong and talking about women. Tong-Chai went to his other friends who were serious about their studies.

CHART 5: Two Girls Talk Together

Strangely enough, while this was happening, Malee and Cha-on were having a very similar conversation. Cha-on was shocked to find out the Malee had already started having sex with several older men who were buying many

nice things for her. In spite of all her arguments, Cha-on couldn't convince Malee that she had to believe what they had been taught.

CHART 6: Boy and Girl are Betrothed
Several years went by and the two couples went their separate ways. Tong-chai and Cha-on both studied to become doctors. They had to work hard but they enjoyed their work. Soon Tong-Chai asked Cha-on to marry him.

CHART 7: An Idle Life
Neither Sompong or Malee finished school since they thought it was a waste of time. Sompong found odd jobs from time to time but most of his money was wasted on drinking and on prostitutes at the coffee shops. He knew that people said this was dangerous but he didn't care any more. Malee made her living by having sex with rich politicians and businessmen who would pick her up in their Mercedes. She was very unhappy but didn't know how else she could make money.

CHART 8: A Girl in Trouble
One day, Malee found out that she was pregnant. As her pregnancy progressed she slowly became sicker and sicker. She started to cough and have fevers every night. Instead of gaining weight she actually lost weight as the baby grew. By now, none of her rich friends would have anything to do with her. By chance, she went to the same hospital where Cha-on was doing her training. When Malee saw her, she begged Cha-on to help her.

CHART 9: At the Clinic
After examining Malee, Cha-on thought from her medical experience that Malee had AIDS. Blood tests proved that her old friend was dying of AIDS and that nothing could save her. It was very difficult, but Cha-on summoned her courage and sat down to tell Malee. Through her tears, Malee cried, "If only I had listened to you when we were back in school!"

CHART 10: At the Funeral
Soon after she had her baby, Malee died. Malee's aunt agreed to care for the baby even though it was sickly. Tong-chai and Cha-on told the aunt they would help her care for the baby as much as possible to give the child a chance at survival.

CHART 11: A Friend's Advice
One day after the funeral, Sompong came to see Tong-chai. Sompong told Tong-chai that he had been tested for the AIDS virus and that the infection was present in his blood. Although he was not having any symptoms, Sompong was very scared and asked Tong-chai what he should do. Tong-chai told Sompong to stop having sex with all women to keep him from spreading AIDS.

Tong-chai told Sompong to stop smoking cigarettes and greatly reduce the amount of alcohol he drank. He encouraged him to eat a healthier diet and to exercise daily. All these were all difficult changes for Sompong to make but he was determined to try his best after hearing Malee's fate. Tong-chai was very sorry for Sompong and he promised to help him with his struggle for life.

CHART 12: The Unbeliever Believes and Helps Others

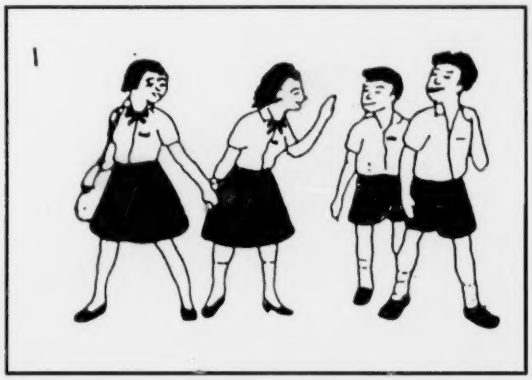
In his spare time Sompong now began to study as much as he could about AIDS. When attending a community lecture about AIDS one day, a man at the back of the crowd told Sompong he did not believe what he heard about AIDS. Sompong gave the man a private man-to-man talk about AIDS and convinced the man to change his ways and understand the truth about AIDS. Sompong was determined to live as long as he could and to help as many people as possible to avoid his own terrible fate.

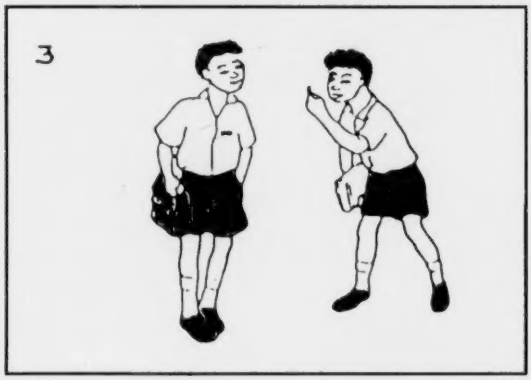
Questions for the Four Friends Story:

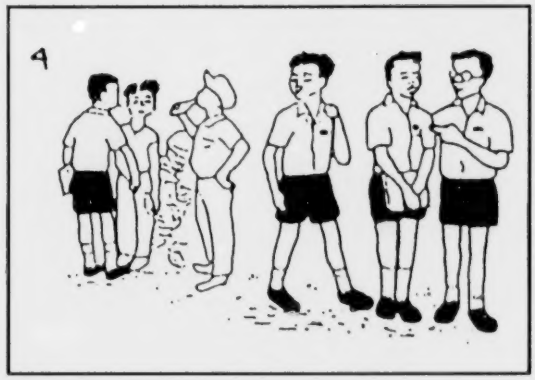
Ask the pupils questions about Sompong, Malee, Tong-chai and Cha-on and what happened in the story. Show the charts again as you discuss the events, such as:

- What was the important way to stop AIDS which the teacher told the class? Who did not believe this? Why did they not believe it?
- Why did Sompong get angry with Tong-chai? If you had a friend like Sompong, what would you do? What if Sompong were your brother?
- Why was Malee keeping company with older men? Did the nice things Malee got make her happy? What would you say to her if Malee was your friend.
- How did Tong-chai and Cha-on keep from getting AIDS?
- What were the things that Tong-chai told Sompong to do when he knew he had AIDS virus in his blood? Will these things cure the AIDS? How will they help others?
- Could the things that happened to Sompong and Malee happen to you? How will you stop it from happening?

PICTURE







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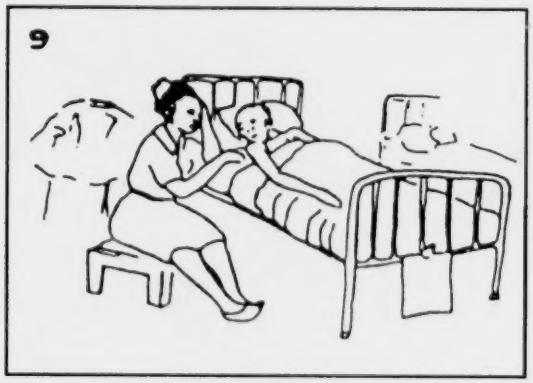
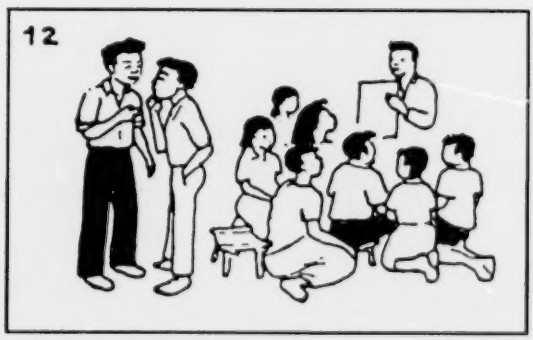




DRAMAS AND ROLE PLAYS

LIFE SHOULD BE

Cast of Characters (in order of appearance):

(speaking parts)

Khun Somchai	25 year old man. Will be slightly drunk throughout action. He is married to Khun Deng and has one or two children (optional).
Khun Egaset	25 year old man. Is the good guy in the action. Does not drink whiskey and is married to Khun Yindee.
Khun San	21 year old man. A follower. Not much bravado. Not married.
Suzie Q	43 year old brothel owner/manager.
Nong Noy	16 year old girl, prostitute #1.
Prostitute #2	18 year old girl.
Khun Yindee	25 year old woman. Married to Khun Egaset. Pregnant, but barely showing it.
Khun Deng	23 year old woman. Hard worker (homekeeper). Married to Khun Somchai, one or two children (optional).

(non-speaking parts - not necessary for the action, can be used to fill set)

Restaurant Nong	Young man.
Prostitute #3	15-18 year old girl.
Prostitute #4	15-18 year old girl
Prostitute #5	15-18 year old girl.
Child	5 years old.
Child	3 years old.

Scene One

Bar Scene. Three men sit around a table. Three glasses, a bottle of whiskey* and a bottle of Fanta occupy the space on the table between them. There is an empty bottle of whiskey and a couple of bottles of soda water on the table, too. Laughter and general joking/banter is heard as the curtain opens.
(*whiskey bottle - yes; whiskey -no! A mix of Coke and soda will convince the audience.)

Somchai (One of the two, who are drinking whiskey, makes a move to fill the third man's empty glass)

Egaset (Raising his hand in refusal.)
No thanks, Somchai. You know I don't drink.

Somchai (Turning to the other man and emptying the bottle in his glass, spilling some on the table.)

Oh, never mind. Let's get another bottle, eh?

Egaset — Don't you think you guys have had enough already?

Somchai — Look, don't lecture me, Egaset. I do not need another wife.

San — Yeah. Chill Egaset. It's my treat. I'll get this one.
(Motions to the nong - real or imagined)

Somchai — No problem. Egaset, we'll drink one more and then go see the girls at Suzie Q's. You sound like you need ----

Egaset — Enough! Why do you keep trying to drag me along on your outings to the brothels? Man, I'm not into it! I've got a wife and a family - so do you. And, even if I didn't I still wouldn't go. That's not my scene.

Somchai — Oh, don't be so square. What kind of man are you?

Egaset — (Standing and facing the younger man.)
Nong San, You can go with Somchai if you want to. You are flirting with death if you do. AIDS is a terrible way to die. (Turning to the other.) Somchai, go home to your wife and forget the brothel.

Somchai — I'm strong. (flexes arm muscle.) I'm not afraid of A-I-D-S! (Spells it out.)

San — I heard you can tell if someone has AIDS. If they look okay, no problem.

Egaset — (Shakes head "no")

Somchai — Yeah, you got it San. Don't listen to Egaset. What does he know?

Egaset — I know you guys don't have a clue. AIDS is everywhere and I don't need it. See ya guys, I'm out of here. (Turns to leave and takes two or three steps. Stops. Turns and reaches into his pocket. Pulls out two condoms. Walking back to the table...) Here, do yourself a favor and at least use one of these. (Tosses the two condoms onto the table. Turns and exits.)

Somchai — (Watches the man leave, and rises, continues looking at the empty space created by the man's exit - leaves his condom on the table.)

San (Reaches over and pockets a condom.)

Somchai (Turning to the younger man.) Don't listen to him Nong San.

San I don't know, Pee Somchai?

Somchai Eh, come on, let's go. (Pulling the younger man up and toward the door.) I understand Suzie Q has a new batch of beautiful girls from the North. It's time for some manly fun. (Both exit, stumbling slightly, arm in arm.)

CURTAIN

Scene two

Brothel scene. Two to five girls sit on chairs or benches facing an invisible screen. Legs swing casually. One is putting on makeup. One is doing her nails. Another is knitting, etc. There is a TV between the girls and the audience (optional). An older woman sits idly counting money over to the side (not in the fish bowl room with the girls). There is a "Welcome men with condoms" sign (Thai) hanging on the wall with the door into the brothel. Two men enter. They are slightly drunk. They sit on chairs or a bench in center stage, facing the girls.

Somchai Well, well, well! What do you think, San?

San (A little nervously.) I don't know. They look clean, don't they.

Somchai Sure they're clean. (Raises voice and turns toward the old woman.) Suzie guarantees all her girls.

Suzie They are as fresh and clean as the morning rain, boys.

Somchai See? I told you. Now, which one do you want?

San (Still nervous.) I don't know. How about you?

Somchai Oh, I don't care. They are all the same to me. (elbowing the other man.) Go ahead, pick one, San.

San (Hesitation.) Okay. I guess I want the one with the _____ dress on.

Somchai — Good choice. (Motions to the old woman who gets up and walks upstage around to an imaginary door into the fish bowl room.)

Suzie — (Summoning the chosen girl.) You're up, Noy.

(The girl responds with indifference, hesitates after standing and watches the TV for another five seconds.)

Somchai — (Standing with the other man.) Do you think you can handle her? Hee hee. (Raising his voice and directing it toward the old woman.) Suzie, I'll take the one with the _____.

(The old woman summons the chosen girl. The first girl is now approaching her client. The old woman returns to her stool downstage.)

San — (Very nervous.) Hello.

Noy — (Briskly) I hope you have a condom.

San — Sure I do. (Pulls the condom out of his pocket and shows her. Then, with exaggerated bravado ...) I always use a condom.

Noy — (Taking his arm and leading him to the exit.) Good. This way to my room.

Somchai — (Slaps his friend on the shoulder and gives him the high sign.)

San — (Turns and gives a sheepish smile.)

(Man and girl exit.)

Somchai — (Turning to meet the girl he has chosen.) Hey, Babe. I hope you are as spunky as you look! Which way to your pad? (He reaches to take her arm.)

Prostitute — (Holding the man off.) I hope you have a condom.

Somchai — What? Do I look sick to you? (Reels slightly.) <u>You're</u> not sick, are you? Huh? I never use a condom. What fun would that be.

Prostitute — Fun? Of course it's fun, and it's smart protection, too. Didn't you see our sign?

Somchai — Yeah, so what? Like I said, I never use condoms. (Reaches for the girl again.) Which way to your room?

Prostitute — (Pushing him away. Raising her voice.) No condoms, no service. You can leave, no one here will serve you.

Suzie — (Getting up and approaching the two at center-stage.) What's the matter here?

Prostitute — He will not use a condom.

Suzie — Won't use a condom, eh? Well, you are not welcome in this house. Here's the door. (Ushers him out.) Good-bye!

Somchai — What kind of business is this? I'm going to tell all my friends. My money can buy a girl somewhere else! (Reels around to leave, stumbles and falls.)

(The old woman slams the door shut.)

LIGHTS OUT AND CURTAIN

Scene Three

Nice home scene. Living room is clean, nice furniture, no garbage. Woman is sitting in an easy chair, back to the door, watching TV. She is wrapped in a blanket and looks to be pregnant.

Egaset — (Sneaks into the room quietly and puts his arms around his wife.) Hi, Dear!

Yindee — (Tilts her head back and smiles.) Hi, Sweetheart! How was your day?

Egaset — (Releases her and moves around her to an easy chair facing hers.) It was okay. We got the contract we wanted. (picks up magazine casually.)

Yindee — Oh, congratulations!

Egaset — (Smiles and starts looking at the magazine casually, i.e., turning the pages quickly.) I went out with Somchai and Nong San after work. Those guys drink too much.

Yindee — I'm very lucky to have a man who doesn't drink.

Egaset (Putting the magazine down and smiling at his wife.) I'm pretty lucky myself. (Pause.) I got mad at Somchai.

Yindee Oh?

Egaset Yeah. He got drunk and wanted Nong San and me to go to the brothel with him. I really hope San has the sense to stop going out with Somchai.

Yindee With everything we know about AIDS how can those guys even think about going to the brothels? And Somchai? He has children and Khun Deng is such a wonderful person. He really has been so cruel to her.

Egaset I hope she stands up to him soon. I would not be surprised if he already has AIDS. He will infect Deng and his children, too - you know, Deng is pregnant again?

Yindee Oh dear.

Egaset Yeah. It is a sad situation.

Yindee Sweetheart, let's not talk about them now. I've missed you today.

Egaset (Getting up and moving to help his wife up, too) I missed you, too, Dee. Come, try on this little gift I bought you. (He stoops to pick up a plastic bag he has left by his chair and draws out some sexy lingerie.)

Yindee (Blushing shyly, hand to mouth) Ohh!

Egaset (Takes her arm and guides her off stage. As they stroll across the stage, he turns and gives the audience a big smile and wink.)

(Players exit.)

LIGHTS OUT AND CURTAIN

Scene Four

Home scene. House somewhat dishevelled: a broken chair, piles of clothes and papers, etc. Woman in shower cap with broom is attempting to clean the mess. One or two children (optional) are crowded into a corner sleeping on mats. There's a loud knock at the door. The woman opens the door.

Somchai (Much drunker now.) Get me some food. I'm hungry.

Deng (Hands on hips, blocking his way.) Where have you been?

Somchai (Moving to enter the room.) Out with the guys.

Deng (Barring his way.) I bet you went to the brothels, didn't you?

Somchai (Reeling back a couple of steps.) What's it to you? It's none of your darn business!

(Child/children on mats stir.)

(optional) child Mommy!

Deng (Turns and gives a quick glance at her child/children. Returns to the man, and in a lower, very clearer voice ...) Did you use a condom?

Somchai Why? Do you think I want to use a condom when I'm having fun?

Deng (Throws her arms into the air. Raises voice again.) That's it! You are a bad man. Get out of my house! Out! Out! Out! (Pushes him out. Slams the door.)

LIGHTS OUT

Child Mommy?

Deng It's okay now, dear.

CURTAIN

Written by Everett B. Briggs, U.S. Peace Corps Volunteer

THE RYAN WHITE STORY

About the Play

According to government figures, about one million people are infected with the deadly AIDS virus. And the numbers are growing. Chances are that someday you'll know or hear of someone with AIDS.

In this play, you'll read about Ryan White. He was a teenager who not only fought the AIDS virus, but also fought the ignorance of people who did not understand the disease.

Ryan spoke openly about his illness. He wanted others to learn the facts about AIDS.

"I don't want anyone to go through what I went through," Ryan explained. "AIDS is a disease, *not* a dirty word."

This is his true story.

Characters

Ryan White
Jeanne White, his mother
Dr. Kleiman, Ryan's doctor
Mr. Vaughn, lawyer
Heath, Ryan's friend
Sue, Ryan's girlfriend
Mrs. Johnson, concerned parent
School Principal
School Doctor
Judge
Student
Woman
Narrator

Scene 1

Narrator: Ryan and his mother are at his sister Andrea's skating practice. Suddenly Ryan starts coughing; he can barely talk.

Ryan: Mom, can we leave early? I don't feel too good.

Jeanne: What's wrong, Ryan?

Ryan: I don't know. I just fell kind of funny right now.

Jeanne: I hope you're not coming down with a cold. We'd better go home.

Narrator: A few days later, Ryan steps off the school bus. He feels weak and feverish. He struggles to make it home. He finds his mother in the kitchen cooking dinner.

Ryan (*scared*): Mom ...

Jeanne: Ryan? You can barely breathe. I'm taking you to the hospital. Right now!

Scene 2

Narrator: Jeanne is at the hospital waiting for Ryan's test results.

Dr. Kleiman: Mrs. White, what I've found isn't normal. It's a virus that damages the body's immune system. I'm afraid Ryan's ... got AIDS. I'm sorry, Mrs. White.

Jeanne: (*shocked*): You must be mistaken. My son could never get AIDS!

Dr. Kleiman: Ryan is a hemophiliac. We know he was getting blood. The AIDS virus was probably passed to him through infected blood.

Jeanne (*shocked*): Oh my God! That means he is going to die.

Dr. Kleiman: Mrs. White, we're not sure how long Ryan will live. But a lot depends on his willingness to fight.

Scene 3

Narrator: The next day, Jeanne visits Ryan in the hospital.

Jeanne: (*almost crying*) Ryan, we need to talk. I spoke to the doctor about your test results.

Ryan: What's wrong with me, Mom?

Jeanne: Ryan ... (*pauses*)

Ryan: Mom, just tell me.

Jeanne: (*holding him*) You have AIDS.

Ryan: Am I going to die?

Jeanne: No, Ryan, You're are *not* going to die. You are going to get *better*.

Ryan: (*scared*) But, don't people with AIDS die. I don't want to die! (*pauses*) I need some time to be alone!

Scene 4

Narrator: It is a couple of weeks later, Jeanne turns her car into the driveway past Ryan. He is riding his bicycle.

Jeanne: Take it easy, Ryan.

Ryan: Don't worry, Mom. I'm feeling great.

Jeanne: Come in when you're finished. We've got to talk about going back to school.

Ryan: (*excited*) Good! When do I go back?

Jeanne: Ryan, there's a problem. I'm afraid they don't want you to go back. They say you're too sick.

Ryan: But I'm *not* sick.

Jeanne: People are afraid of AIDS.

Ryan: But nobody can catch it from me. I can't give it to anybody.

Jeanne: I told them. They won't listen.

Ryan: So how am I supposed to learn anything if I can't go to school? I've got to go back. I am going back!

Scene 5

Narrator: The next day Ryan and his friend Heath are folding newspapers for their paper route.

Ryan: You know what? They won't let me go to school.

Heath: What? Everybody has to go to school.

Ryan: Not me. (*sarcastic*) I'm *too* dangerous.

Heath: That's crazy. Listen, Ryan, I know it may not seem like it but people *do* care.

Ryan: Sure. As long as they don't have to be near me.

Scene 6

Narrator: A week later, Jeanne and Ryan visit a lawyer.

Mr. Vaughn: Ryan, your mother told me that the school is refusing to let you return. Are you really sure you want to go to *that* school?

Ryan: I like school. I miss my friends.

Jeanne: Mr Vaughn, I'm not sure that I can afford to pay for a lawyer.

Mr. Vaughn: (*interrupting*) Mrs. White, sometimes lawyers want to take a case for free. Especially when the client is right! (*to Ryan*) We're going to teach that school a lesson.

Scene 7

Narrator: A group of parents have learned of Ryan's plans to return to school. They meet at the school.

School Doctor: What we know is that the AIDS virus lives in blood. It can *only* be passed through sexual contact or if infected blood gets into your bloodstream. You *can't* get it by touching the same objects or being in the same room.

Mrs. Johnson: Oh yeah? Then why did the police wear gloves when they arrested that guy with AIDS the other day?

School Doctor: I'm not sure.

Mrs. Johnson: I don't care what you doctor's say. We've got to protect our children. I'm keeping that kid out of school!

Scene 8

Narrator: Later that week, Mr. Vaughn, Ryan, and Jeanne meet at the courthouse.

Mr. Vaughn: I've checked the law. To get Ryan back in school, we have to prove his right to an education is being violated.

Narrator: Inside, the courtroom is packed. Mrs. Johnson and other parents are there.

Mr. Vaughn: Your Honor, Ryan should be in school. AIDS is not passed by casual contact. There's no reason to keep him at home.

School Attorney: Your Honor, in Indiana, a student with a contagious disease may be kept out of school. Their lawyer must prove in court that Ryan isn't a danger to other students.

Judge: I've listened to both sides. I will decide very soon.

Scene 9

Narrator: That night, Mrs. Johnson is passing around a petition in the neighborhood.

Woman: Why should I sign this?

Mrs. Johnson: You know what kids are like. All kinds of accidents can happen. It's too risky to have that boy with AIDS in school.

Woman: Ryan is my paper boy. Can I get AIDS from my paper?

Mrs. Johnson: We're not sure. Sign the petition. Do it for your child until we know more.

Scene 10

Narrator: It is the next day. Ryan has just heard on the radio that the judge won't let him go back to school. His mother walks into his bedroom.

Ryan: How come you didn't tell me we lost?

Jeanne: (*sadly*) We didn't lose the case, Ryan. The case is being delayed. Mr. Vaughn thinks they're going to drag this out in court as long as they can ... because ...

Ryan: They think I'll die. Right?

Jeanne: (*crying*) I don't know what they think. (holding Ryan) Ryan, are you sure about fighting this? People are confused. They might do or say anything.

Ryan: Don't worry, Mom. I'll show them. *I am not going to die! I am not giving up!*

Scene 11

Narrator: The next day, Jeanne and Ryan go shopping for groceries.

Cashier: That will be $18.50.

Jeanne: Here's a twenty.

Narrator: Jeanne hands money to the cashier. The cashier sees Ryan.

Cashier: You're that kid with AIDS. Don't touch me. And I'm not touching your money.

Narrator: The cashier drops the money and throws their change on the counter. Ryan and Jeanne pick up their groceries and leave.

Scene 12

Narrator: That night, Ryan is with his girlfriend, Sue. He reaches for her hand. She pulls it away.

Ryan: Sue, what's wrong?

Sue: Ryan, my mom thinks it's better if ... we're not so close anymore. I'm sorry.

Narrator: Ryan is crushed. He walks home alone. His mother is sitting in the living room.

Ryan: (*sadly*) Mom? Will you promise me something. When I die, don't bury me in this town. I hate this place.

Jeanne: (*comforting Ryan*) I'm so sorry about all this, Ryan. Some people are just ignorant. They don't know the facts about AIDS. They just don't understand.

Scene 13

Narrator: It is several weeks later. Ryan, Jeanne, Mrs. Johnson, and many other parents crowd the courtroom.

Mr. Vaughn: Your Honor, we have had months of testimony. And no evidence Ryan is a danger to other students.

School Attorney: As long as a child has a contagious disease, the law does not permit him to attend school. It's the law!

Judge: Unfortunately, the law isn't clear about this type of case. Therefore, I'm keeping Ryan out of school.

Narrator: A group of parents begin to cheer wildly.

Mrs. Johnson: We won! We won!

Narrator: Reporters from all over surround Ryan and Jeanne.

Reporter: How do you feel, Mrs. White?

Jeanne: (*holding Ryan*) I just can't believe this.

Reporter: Are you going to fight?

Mr. Vaughn: Of course, we're going to fight.

Scene 14

Narrator: That night, Ryan destroys his bedroom. Jeanne runs in.

Ryan: (*angry*) I don't care anymore! If they don't want me, then I don't want their lousy school!

Jeanne: Ryan, honey, I know how you feel. But don't give up. Mr. Vaughn has an idea. He wants to try a different judge in another court. You are *going* back to school! One way or another, I promise you!

Scene 15

Narrator: A few days later, Ryan, Jeanne, and Mr. Vaughn are back in court. This time they present their case to a new judge.

Judge: Gentlemen, I have reviewed the facts. I don't see why Ryan can't go to school.

School Attorney: But, Your Honor!

Jeanne: We won? I can't believe it!

Scene 16

Narrator: The next morning, Ryan walks into his school. Students stare at him.

Principal: Good morning, Ryan. Are you ready for today?

Ryan: Don't worry. I know what we agreed to. I'll only use the private john, in the back. And I promise to use paper plates and plastic forks, and throw them away when I'm done. Oh yeah, I almost forgot. I won't use the water fountains, either.

Scene 17

Narrator: That weekend, Jeanne takes Ryan to a new house in another town.

Jeanne: So. What do you think?

Ryan: Whose house is it?

Jeanne: Ours! The bank gave me a loan. We're leaving that horrible town. And no school is going to treat you that way again.

Ryan: But, Mom ...

Jeanne: Ryan, don't you see? People do care. This town wants us. They want *you*.

Scene 18

Narrator: It is Ryan's first day at his new school. Jeanne has driven Ryan to the front entrance. About 50 students and some teachers are waiting outside.

Ryan: (*nervous*) Well, here we go again.

Jeanne: It can't be worse than it was, Ryan. The principal said he has told the students about you.

Narrator: Ryan slowly heads toward the school. Jeanne watches nervously from the car.

Principal: (*shaking Ryan's hand*) Welcome to school, Ryan.

Student: Hi, I'm Glen. I'll take you to your first class. Do you want to have lunch with me and some of the guys today?

Ryan: (*smiling broadly*) Sure!

Narrator: Ryan turns and waves to his mother. Now he is ready for his first day of school.

EPILOGUE

Ryan White was not able to finish his senior year of high school. He died on April 8, 1990. Millions of Americans were saddened when they learned of his death.
Ryan White is a hero. And he will always be remembered as the brave boy who helped a country understand a terrible disease.

Source: Scholastic Action, Vol 14, No. 10, 1990

THE IMMUNE SYSTEM ROLE PLAY

Objective: To demonstrate how the AIDS virus affects the body

Target Group: Primary School Students Grades 5-6, Secondary School Students

Materials: Cardboard or stiff paper, markers, string, scissors

Preparation: Use the cardboard or stiff paper and markers to make signs: AIDS virus, Body, Pneumonia Virus, Influenza Virus, Diarrhoea Bacteria.

Directions:

- Choose one student to come to the front of the classroom and play the part of the body. Have him/her wear the "Body" sign.
- Have four or five students come forward to play the part of the immune system, (white blood cells), that will come to protect the body. They should stand around the body and hold a ribbon or string to form a circle around the body. Explain to the students that the white blood cells are like a barrier against diseases that invade the body.
- Have the 3 students wearing the signs Pneumonia Virus, Influenza Virus, and Diarrhoea Bacteria come and try to enter the protective circle around the body. Have the white blood cells move around to protect the body from invasion.
- Now have one more person (could be the teacher) wear the AIDS virus sign. This person will have scissors and will cut the string or ribbon that is forming the circle around the body. The other diseases can now get near the body. The teacher and the students should summarize together that if the immune system is weakened by AIDS, other diseases can attack and do damage to the body.

THE AIDS MASK GAME

Objective: To illustrate to children how HIV is different from other viruses.

Target Group: Primary and Secondary School Students

Group Size: 15 - 50 students

Materials: At least three masks (one for influenza, one for pneumonia and one for HIV). It is fun for all students participating to have some sort of mask, hat or costume.

Preparation: Prepare the masks, hats or costumes in class or ahead of time if desired.

Time: 15 min.

Directions:

1. Ask one participant to stand in the center of the room. This person represents "the body". *"Each of us has an immune system which defends our body against a range of infections. Some of the cells we have in our immune system are called T-cells."*

2. Ask other participants to form a circle around "the body" by joining hands and facing out. These students represent the "Warrior T-cells". *"We now have a healthy body, with an effective immune system to protect it against infection. Now what happens when a virus actually attacks the body?"*

3. Ask the student wearing the influenza mask to try and attack "the body". The warrior T-cells fight off the influenza virus and prevent it from harming "the body". *"When we have an effective immune system it is able to protect the body from the influenza virus."*

4. Ask the student wearing the HIV mask to approach "the body". *"We now have another virus in our society called HIV. HIV is different from other viruses. Our immune system has difficulty coping with the HIV virus. HIV appears to have a secret weapon which is able to destroy the T-cells in our bodies. Over a long period of time the HIV may destroy many of the T-cells and gradually the body becomes weaker and more vulnerable to other infections."*

As the student wearing the HIV mask touches the participants who represent the Warrior T-cells, those touched should back away from the body until only two or three Warrior T-cells are left to protect "the body". The student wearing the HIV mask now stands menacingly close to "the body".

5. Ask the participant wearing the pneumonia virus mask to now approach "the body." *"When another virus now comes along, it finds a depleted immune system and therefore has a much easier time attacking "the body" because there are only a few T-cells left to fight it."*

Source: Julie Taylor and Christopher Caudle, AIDS Education Project, South Australia. Taken From: AIDSED Newsletter, WHO/UNESCO AIDS Education and Health Promotion Materials Exchange Center for Asia and the Pacific.

IMMUNE SYSTEM DANCE

Objective: To demonstrate the relationship between the immune system and AIDS.

Target Group: Secondary school students, community groups

Materials: Masks and signs as designated for characters listed below. Dance music tape and tape player. Condom packet (large enough for everyone to see) or body-size plastic bag condom.

Preparation: Get participants to fill the following roles:

A woman
Her boyfriend. A sign on his back that says "AIDS virus." She cannot see it.
Several other viruses or bacteria such as: Cold, Flu, Tuberculosis ... Each wears a mask which says what they represent.
The Immune System. This is 6-8 people who hold hands forming a circle facing out. They can wear signs saying Immune System, T-Cells, etc.
HIV

Time: 15 minutes

Directions:

- Turn on the music.
- The immune system forms a circle facing out.
- The woman inside the circle dances by herself.
- Viruses reach through the Immune System trying to get to her but cannot break through. (They leave as her boyfriend approaches).
- Her boyfriend with the AIDS virus invites her to dance. She steps outside the circle and holds up a condom package. Smiling, he puts the condom on either by pantomime or using a large plastic bag that can fit over his body.
- They dance very sexy, briefly, and then she goes back inside the circle. He tries to follow but cannot get through the immune system.

- Viruses come again but still cannot reach her.
- Her boyfriend returns and she joins him outside of the circle. Both look for a condom but neither one has one. Both shrug their shoulders and then dance anyway.
- She goes back inside the circle and this time he follows her but she does not know it.
- Now the AIDS virus has entered the body and the Immune System starts to die as the AIDS virus multiplies (masked HIV participants join the boyfriend)
- The viruses return as the members of the Immune System fall (die). Now the viruses are able to enter the circle.
- Finally, the woman is overcome by illness and falls.

"I HAVE AIDS" – A ROLE PLAY

Objective: To sensitize the group that persons with AIDS (PWAs) should not be ostracized but supported.

Target Group: Primary and secondary students and adults groups.

Materials: Sign that says "I have AIDS", 4 cards

Preparation:

- On the 4 cards write the following, one reaction per card:

  Reaction #1 You start shaking the PWA's hand and when you read the sign he/she is wearing, you pull your hand away. Then you run to the restroom and wash your hands. (Pretend you are doing this.)

  Reaction #2 You read the sign and say "You're kidding, right?" Then you ask the PWA how he/she could be admitted to school with this deadly, contagious disease. Also say that you are going to contact the school administration and have the PWA dismissed from school. Then leave the room.

  Reaction #3 You read the sign and say "Oh you must be one to those homosexual perverts. You should be locked up somewhere where you can't hurt the rest of us normal people. "Then leave the room.

  Reaction #4 You read the sign, shake the PWA's hand and say, "It's nice to meet you." Then sit down in the chair next to the PWA's seat.

- Distribute the sign and the cards to 5 students in the class that you think are "good actors". Allow a few minutes for them to read the cards before actually doing the role play. Try to pick a student who is self confident to be the PWA since he/she may be ribbed for having AIDS by fellow classmates.

Directions:

- One participant wears the sign "I have AIDS" . The participant with the PWA sign is a high school senior and is sitting at a desk in a classroom.

- Other students (1-4) come into the classroom and the PWA introduces himself/herself to them.

- The four have the reactions described above.
- At the conclusion of each situation, ask the group if the person's reactions are based on fact or fear.
- Discuss each situation individually. Ask the PWA how he/she felt in each situation.

Variation: With adult groups, have the situation be a village, a mothers group, a factory etc. Adjust the reactions according to the situation (e.g.. if the situation is a factory, in reaction #2, the reacting participant would threaten to speak to the boss to have the PWA fired.)

NUTRITION PLAY

Objectives: To teach children how to teach other children about nutrition and good health.

Target Group: Primary school students, 4-H Groups.

Group Size: 7 characters in the play, unlimited number of spectators.

Materials: If desired, T-shirts with pictures representing specific food groups and the name of the food group. Two T-shirts for the child, the first with a sad face, the second with a happy face.

Preparation: Write out separate cue cards for each of the reader's lines.

Time: 10 - 15 minutes

To play: Note: After the play, it is suggested that the teacher hold a discussion on how good nutrition and good health can help fight disease. If the students are aware of AIDS and perhaps know of someone infected with HIV, let them know that with good nutrition and good health people infected with HIV can continue to live for years.

PLAY ABOUT NUTRITION

Narrator: (Stands off to the side and speaks). There was once a sad child who could not play with any of the other children. He/She could not play with the other children because he/she had no strength or energy and had to rest most of the time. One day, "Protein" was walking by and noticed this child sitting by him/herself crying. Protein, wanting to know what was wrong, asks the child ...

Protein: (Looking at the child and standing with his hands on his hips). Why aren't you out playing with the rest of your friends?
(The child lifts his head and says ...)

Child: I would like to play with the others but I have no strength to play. So, I have no friends, either.

Protein: Well, I have some friends that would just love you. Let me introduce them to you.
(As Protein and the child stay in the center of the stage area the other actors will enter the stage and act out in very healthy ways).

Vegetable: Hello, I'm the vegetable group. You should eat foods from my group everyday because we contain many vitamins. One of the most important is Vitamin A. Vitamin A helps to keep the eyes and skin healthy. You can get Vitamin A by eating yellow colored fruits and vegetables.

Carbohydrate: Hi! My name is Carbohydrate. If you eat me, I can give you a lot of energy and then you can run, play and work. You'll find my energy giving powers in rice, bread, potatoes, cassava, corn, sugar and bananas.

Fruit: Hello. Fruit is my name. I have lots of vitamins to give you. My most favorite vitamin is Vitamin C. If you are sick you should eat a lot of fruit. Because, inside fruit, there is a large amount of Vitamin C. Vitamin C helps to keep the body healthy by fighting off the germs that make you sick. So, even when you are healthy you should eat fruit everyday.

Fats & Oils: I'm happy to meet you. My name is Fats & Oils. I can give you energy, just like my friend Carbohydrate. By eating foods like coconut, beans, butter, cooking oil, and egg yolks, I can give you so much energy that you will be able to play all day long.

Protein: And By eating foods in the protein group you will help to repair your body when you are hurt, and to make your body grow big and strong. Protein foods are beef, pork, chicken, fish and beans. But, don't forget the milk. Milk has protein, too. Milk helps to repair your body and to make your teeth healthy and strong.

(At this point, everyone, except the Narrator, leaves from the performing area and the sad child changes into the happy face shirt).
(The sad, now happy, child re-enters the performing area running and doing non-stop exercises).

Narrator: (waits for the happy child to enter before speaking). It is one month later. Protein sees the sad child another time. But, this time, the child has a lot of energy, is stronger and is going to do some exercises. Protein, being curious, asks the child ...

Protein: How did you get as strong as you are now?

Child: (While doing jumping jacks) I've been eating foods in the five food groups everyday. Now, I'm strong and have enough energy to play all day. And, I have many friends now, too. I want to thank my other friends, Protein, Vegetables, Carbohydrates, Fruits, and Fats & Oils for helping me become healthy, strong and happy, too.

(All of the players return to the stage as their names are called. Everyone does jumping jacks together).

THE END

By Nancy Clifton, U.S. Peace Corps Volunteer

GENERAL ACTIVITIES

GENERAL ACTIVITIES

Objectives: To allay fears about AIDS. To disperse information into the community. To encourage positive health habits which foster positive self-esteem and self-respect. To demonstrate to participants that they have a role to play in AIDS prevention.

Target Group: Secondary school students, Community groups

Group Size: individual to small group

Materials and preparation: See each activity.

Puppets

Puppets are useful in teaching about AIDS because they can:

- act out private situations or struggles between people without offending the audience;
- criticize society in a way that people cannot always do;
- act out what people think and do;
- not personally criticize individuals;
- try out solutions and show the difficulties that face people who want to change;
- remove the stigma involved in playing certain roles. People believe in the characters portrayed and are interested in their problems. At the same time, people separate the puppet from the person working it.

Other advantages:

- Students can make puppets themselves and they can create their own show.
- Child to child education. Students can work with children who do not attend school. This helps break down the barriers between the children and the children learn from each other.

Suggestions:

I. Create three puppets. Two of the puppets should be similar in shape and color but may be of different sizes. One of the puppets should be completely different. Have the students improvise a play in which two characters who are HIV- meet a third character who is HIV+. After the play, ask the students why they chose the puppets they did for each role. Message: What are some of our perceptions and myths about AIDS and HIV infected persons? Who can be infected?

II. Use traditional shadow puppets that the audience will recognize. Have the students improvise a play in which one character must find a way to resist peer pressure (e.g. the character must find a way to say no when friends want to visit commercial sex workers or want to use drugs). A discussion can follow about the difficulties encountered. Students can then contribute their ideas on how to resolve these difficult situations. [For large groups: shadow puppets may be used on top of an overhead projector.]

RAP SONGS ABOUT AIDS

Clean Out Your Ears

Clean out your ears
Open your eyes
Listen, I'm not dissin'
I tell no lies

I'm here to broadcast reality
The most talked about threat
To you and me
AIDS, Acquired Immune Deficiency

You don't have to be gay
To get this disease
So listen to this message
I'm asking you please

'Cause if you're using dirty needles
Or you're having sex
When it comes to AIDS
You know, you could be next

So take care, be careful
You better watch out
Think about what you're doin'
When the lights go out

And if you don't have a condom
When it's time to play
You'd be a whole lot smarter
Just to - walk away,
Walk away, walk away

Wanda and Ray

Let me tell you all a story
About Wanda and Ray
Two-young lovers
Who decided one day
That the time had come
To go - all the way

Well they didn't know much
About the problem of AIDS
But they did know enough
To be a little afraid

So they made a decision
Right there and then
To get the facts about AIDS
Before the love begins

When they learned the facts
It opened their eyes
They decided to wait
A decision so wise

And if you ever find yourself
In that position one day
Be smart, take a lesson
From Wanda and Ray

Dirty Needles - Shootin' AIDS

You use a dirty needle
So I ask you why
Must you abuse your precious veins
Just for a quick high

Don't ruin your life
Don't damage yourself
This could really be a matter
Of life and death

You choose to use a dirty needle
Well I hate to say
That it could be one high
You might regret someday

So, to make this message
Short, simple and brief
Don't share a needle, but if you must
Clean it with bleach

And if you think that needle
Will ease your pain
You could be shootin' AIDS
Right into you veins

All songs written by Sterling Winterhalter and Cliff McAllister, San Francisco AIDS Foundation

OTHER IDEAS

- Create a thirty-second television commercial to make people more aware of AIDS and to educate them regarding the ways in which this disease is transmitted.

- People are very much afraid of being infected with AIDS. For this reason, they discriminate against adults who are known to be infected with HIV. Write an essay in which you describe some of the obstacles faced by AIDS patients in the areas of employment, health care, housing and insurance.

- From old magazines and newspapers, cut headlines and pictures showing ways to stay healthy. Arrange them on a piece of poster board and glue them in place. Using a felt tipped marking pen, add an appropriate message about the importance of good health and of good health habits.

- Design a strategy board game whose primary purpose is AIDS education. Include fact cards so players will learn as they play.

- Draw a cartoon or comic strip to illustrate one important fact about AIDS.

- Design a poster for AIDS Awareness Week.

- Draw the HIV virus on a couple of T-shirts. Have a couple of students put the T-shirts on under their regular clothing before class. During class, have several students come to the front of the classroom including those students who are wearing the t-shirts. Give each of the students a "role in society" (e.g. commercial sex worker, businessman, noodle vendor, tuk-tuk driver, mother, high school student, etc.) Start a discussion about who is more likely to become HIV positive. Let the students explain their feelings. Also discuss the appearance of an HIV infected person. Have the students wearing the t-shirts reveal that they are carriers of HIV. Message: You cannot always tell who is infected with HIV.

- Create an AIDS collage by cutting headlines and pictures related to AIDS from old magazines and newspapers. Arrange them on a piece of poster board and glue them in place. Using a felt-tipped marking pen, add your own message about AIDS.

- Write a poem or short story with AIDS as the theme.

- Write a short skit designed to educate your audience regarding some aspect of AIDS. Stage the play with friends playing the various roles.

- Write an essay in which you speculate about the ways in which the AIDS epidemic will have affected social attitudes and behaviors by the year 1995.

- Pretend that you are a teenager who became infected with HIV by means of blood transfusion before blood banks began screening for the virus. Write a series of journal entries or letters in which you express your feelings about your condition and your fears about how family members, friends, teachers, and/or neighbors will react.

- Have the students create key chains or bookmarks with a message about AIDS printed on them. Use any available materials; wood, paper, plastic. The key chains and bookmarks can be given to family members or friends as gifts or they may be sold through the school cooperative shop or at a school health fair.

- Do research to see how much money is being spent on AIDS as compared with the amounts being spent on the research and care associated with other catastrophic conditions and diseases such as Alzheimer's, birth defects, cancer, diabetes, emphysema, heart disease, multiple sclerosis, muscular dystrophy, and stroke.

- Some highly controversial issues are associated with AIDS. Plan a classroom discussion or debate on one of the following questions:
  A. Should there be mandatory testing programs for AIDS?
  B. Should the names of people who test positive for HIV infection be reported to public health authorities?
  C. Should health care workers, such as doctors, nurses, and paramedics, be permitted to refuse to treat patients with AIDS?

- Because some dentists, doctors, nurses, and health care workers are also afraid of catching AIDS, they have refused to treat people known to be infected with HIV. In these instances, what are the rights of the patient? What are the rights of the doctors, nurses, and health care workers? Whose rights should the law protect? In what way? Discuss the questions with other concerned students. If possible, discuss them also with practicing health care professionals.

- Do some research to find out how much is spent on testing blood in Thailand each year, how much each blood test costs and how many people donate blood in Thailand each year.

- Hemophiliacs, or persons suffering from hemophilia, bleed easily and need frequent transfusions of whole blood or blood products to replace the blood lost through hemorrhaging and/or to help their own blood

clot more readily. Do some research to learn what other conditions and diseases are sometimes treated by means of transfusions.

- Write a script for a one-act play about a teenager who contracted AIDS from a blood transfusion before blood banks began testing donated blood for the presence of HIV antibodies. Be sure that both the action and the dialogue reflect some of the actual problems this person might face at home, at school, at work, within his or her family, among friends, and in the wider community.

- Do some research and prepare a report on drug abuse that addresses some of the following questions:
  A. What is the scope of the drug problem? In other words, how many people abuse drugs? How many people are addicted to drugs? How many live are affected by the actions and decisions of people who abuse drugs?
  B. What is currently being done to solve the drug problem?
  C. In what other ways might the drug problem be solved?

- The newspapers have carried stories about men and women infected with HIV who have continued to have sexual intercourse with multiple sex partners and who have knowingly risked infecting many people. What solution would you offer to this problem? Can the law protect people from infection or must each individual be responsible for protecting him or herself?

- A positive antibody test result does not indicate whether a person has ARC or AIDS, or will develop either of these conditions in the future. First, think about all of the advantages and disadvantages of being tested. Consider the medical, social, and psychological aspects. Then write an essay or journal entry telling why you would or would not want to be tested for HIV.

- Write a short editorial describing the types of counseling that should be made available to people who test for HIV.

- Make a poster on which you list and illustrate some of the things a person should do if he or she tests positive for HIV infection. Include the following things: (a) see a physician; (b) get counseling; (c) abstain from sex or use a condom and spermicide; (d) refrain from donating blood, plasma, sperm, or organs; (e) inform any sex or drug partners; and (f) avoid sharing items that could become contaminated with blood, such as razors or needles. What other things can you think of?

- The drug **Azidothymidine**, or **AZT**, which has been approved by the Thai Food and Drug Administration, helps to prolong life in some AIDS

patients; however, this drug produces intolerable side effects in others. Do research to learn more about AZT and about other drugs that are being used to lessen the severity of AIDS symptoms and to control the progress of this disease.

- Interview a doctor, nurse, health official, research scientist, or another authority on AIDS to learn more about this disease. Prepare your questions carefully in advance, and share what you learn by means of written or tape-recorded report.

- Often people feel helpless and do not know what to do for a person who is very sick. Here are some suggestions that may make it easier for you to help someone who has AIDS or another serious illness.
  A. With friends or classmates, write and send a group letter or card to a person who is ill.
  B. Offer to do a task for this person such as delivering homework assignments, emptying trash, fixing a meal, running an errand, walking a pet, washing clothes or dishes, watering plants, or writing a letter.
  C. If you visit a sick person, bring a small gift. Balloons and flowers come in bright, cheerful colors. Games that can be played in bed are appropriate for young children. Puzzles, magazines, and books help teenagers and adults fill empty hours. And there may be nothing better than candy or homemade cookies, but don't tempt the patient to eat something that neither diet nor doctor will permit.
  D. Be there for the patient. A simple squeeze of the hand or a hug let him or her know that you care.

APPENDICES

APPENDIX I

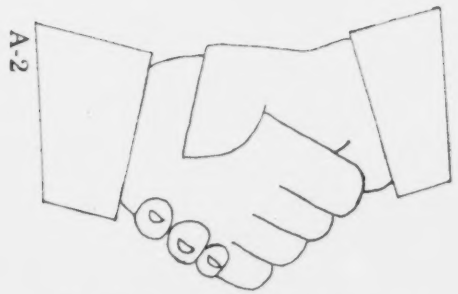
AIDS ACTION PLAN

APPENDIX I

AIDS ACTION PLAN

How does society treat people with AIDS?

Some people are afraid to get close to a person who is infected with HIV because they are worried they might catch AIDS. These people do not realize that AIDS is hard to get. They do not understand that they cannot get AIDS simply by touching or being in close contact with someone who has AIDS. As a result, many AIDS patients feel alone and rejected at a time when they most need the warmth and support of family and friends. Remember, it is the disease that is bad, not the person who has it.



A-2

Ways to Support People infected with HIV

Give them willpower Give hope Give warmth Be there Don't joke about them Don't make them ashamed Don't put them down Give love Help in anyway possible

How to Maintain Good Health

Get plenty of sleep Eat a balanced diet Wash hands before eating and after using the toilet Manage stress effectively Avoid substance abuse Exercise regularly

Produced by the secondary schools of Mahasarakham Province, Thailand

BEST COPY AVAILABLE

How to Say "I Love You Without Having Sex

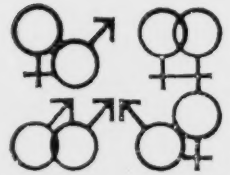
A-3

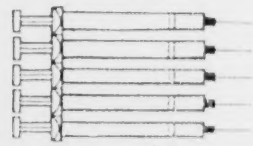
Take a walk together Have dinner together Go to the movies Go swimming together Write letters Do homework together Eat icecream Go out dancing Hold hands Give flowers Propose marriage Give a book Telephone Go to a play Go to a concert Make each other gifts Have a picnic Go to the zoo Kiss Share dreams Give presents Flirt with each other Have your picture taken together Hug each other Be best friends Have undying love Ask her parents for her hand Go shopping Smile Gaze at each other Go to a public park Exercise together Listen to your favorite song Be there when a friend is needed Send love notes on every occasion Work together Talk openly about your feelings Say "I Love You" often

Transmission of AIDS

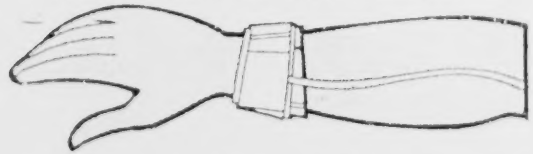
Who is at risk of getting AIDS?

Everyone is at risk for getting AIDS. Some people, however, are at greater risk than others because of their behaviors or medical condition.





People who have sex Intravenous drug abusers who share needles



People who have had frequent and regular blood transfusions before 1989

People who have sex with many partners Children born to women who are infected with HIV

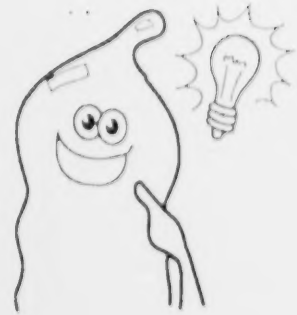
Anyone can get AIDS. AIDS does not discriminate based on age, race, religion, gender or sexual orientation.

ABCs of Prevention

A = ABSTINENCE means Don't have sex
Don't do drugs

B = BE MONOGAMOUS means One partner only
One love one hea

If A and B fail then use C



C = CONDOMS means Use condoms every time you have sex

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APPENDIX II

CARDS FOR CHAIN OF COMMUNICABLE DISEASE GAME

CHAIN LINKS	CHARACTERISTICS
AGENT	HUMAN IMMUNO-DEFICIENCY VIRUS
RESERVOIR	HUMAN IMMUNE SYSTEM
RESERVOIR	ASYMPTOMATIC CARRIER

CHAIN LINKS	CHARACTERISTICS
PLACE OF EXIT	CONTAMINATED BLOOD
PLACE OF EXIT	PENIS
PLACE OF EXIT	VAGINA

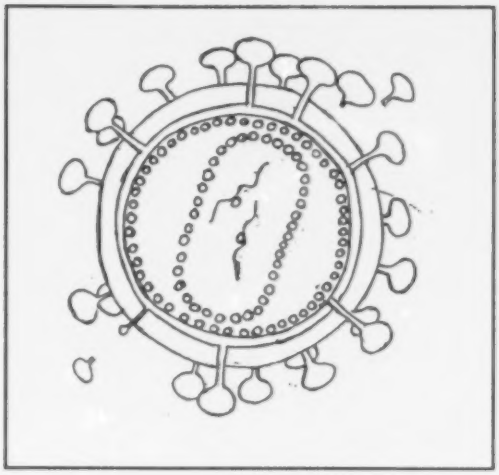
CHAIN LINKS	CHARACTERISTICS
METHOD OF TRANSMISSION	UNPROTECTED SEXUAL INTERCOURSE
METHOD OF TRANSMISSION	SHARING NEEDLES
METHOD OF TRANSMISSION	INFECTED PREGNANT WOMAN TO UNBORN CHILD

CHAIN LINKS	CHARACTERISTICS
METHOD OF TRANSMISSION	CONTAMINATED BLOOD PRODUCTS
PLACE OF ENTRY	PENIS
PLACE OF ENTRY	VAGINA

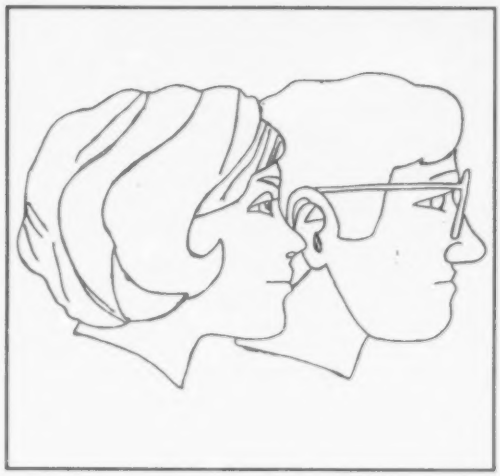
CHAIN LINKS	CHARACTERISTICS
PLACE OF ENTRY	ANUS
PLACE OF ENTRY	BLOOD
SUSCEPTIBLE HOST	ANYONE ENGAGING IN RISK BEHAVIORS

APPENDIX III

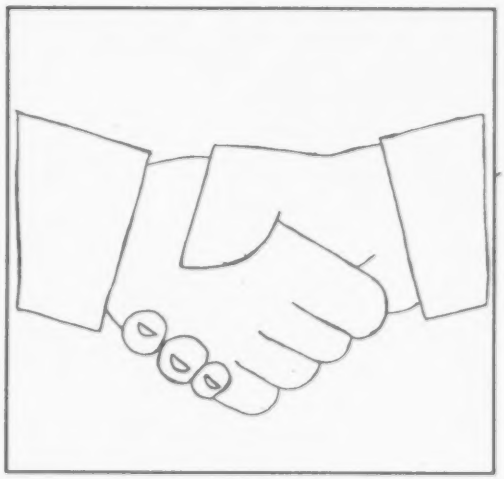
CARDS FOR PREVENT AIDS CONCENTRATION



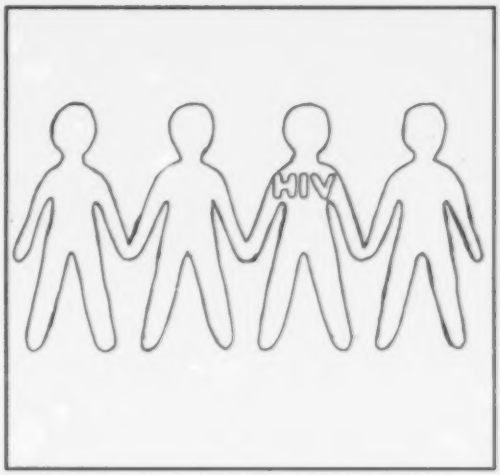
Human Immuno-Deficiency Virus (HIV)



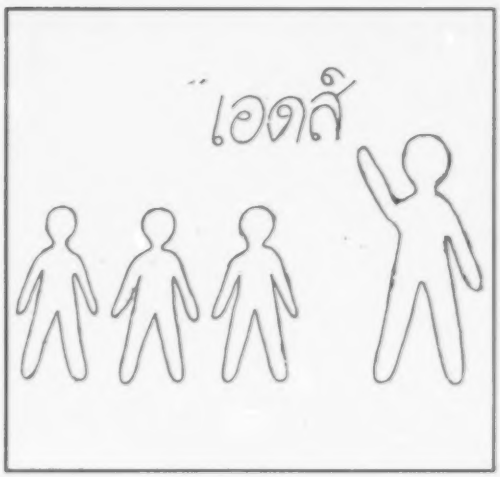
People may be infected with the virus which causes AIDS but not show any symptoms



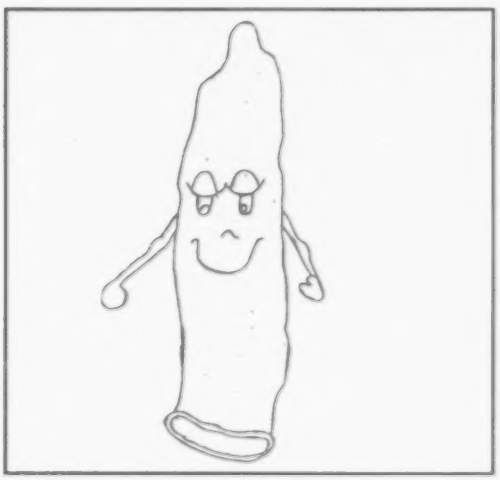
Help people with AIDS



Having sex with many people is risky

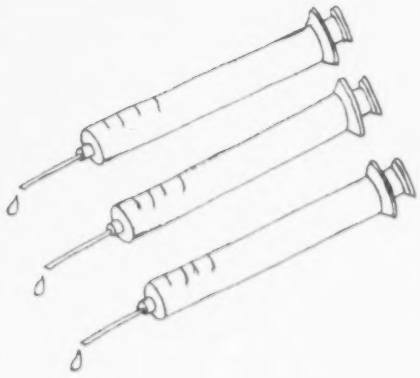


Teach others about AIDS



Prevent AIDS = Use a condom every time you have sex

Children can be infected with HIV if/when their mother is already infected



Beware!!!
Dirty Needles

Say **No** to Drugs

APPENDIX IV

CARDS FOR GOOD HEALTH CONCENTRATION

I

Help People

II

with AIDS

I

Keep your body and

II

personal belongings clean

I

All parents should tell
their children

II

how to avoid
getting AIDS

I

Illnesses can be prevented by
boiling drinking water

II

if it is not from a safe supply

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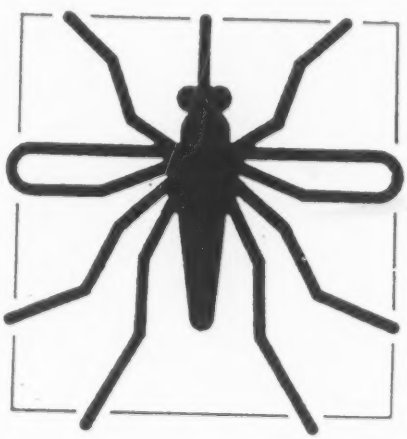
I

Illnesses can be prevented by

II

burning or burying household refuse

I



Communities should destroy mosquito larvae

II

and prevent mosquitos from breeding

I

Illnesses can be prevented by
washing with
soap and water

II

after contact with faeces and
before handling food

I

Give support

II

to people with AIDS

I

Participate in activities which promote love

II

and commitment in the family

I

Medicines should not be used for diarrhoea

II

except on medical advise

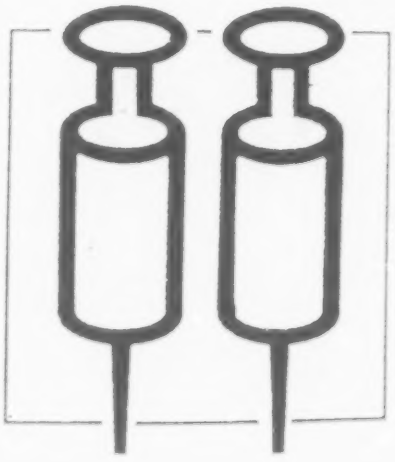
I

Young children should be protected

II

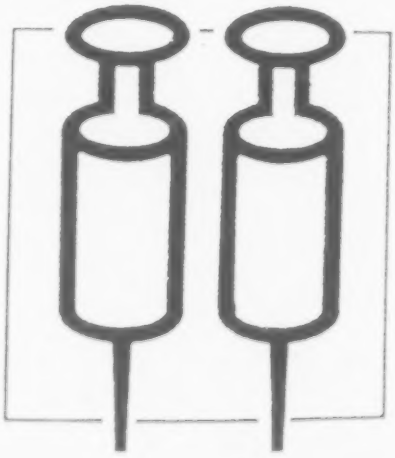
from mosquito bites

I



Immunization protects against

II



many dangerous diseases

I

Exercise daily

II

and rest accordingly

I

Any injection with an unsterilized needle

II

or syringe is dangerous

I

Immunization is urgent!

II

Immunizations should be given in the child's first year

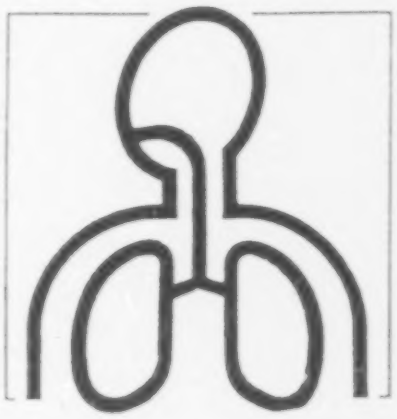
I

AIDS is dangerous

II

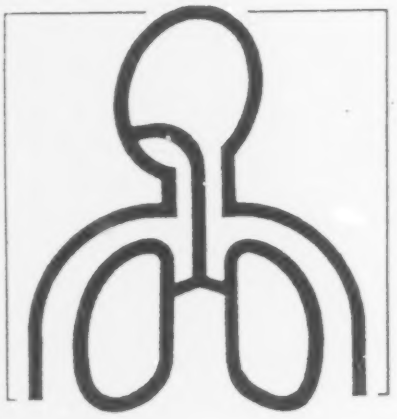
a united effort can prevent it

I



A child with a cold needs to eat and drink plenty of liquids,

II



be kept warm, and breathe clean non-smokey air

I

Avoid narcotics

II

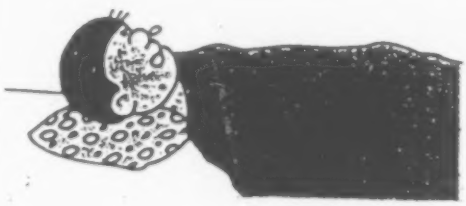
and all other temptations

APPENDIX V

CARDS FOR GO FISH: FOR A CURE

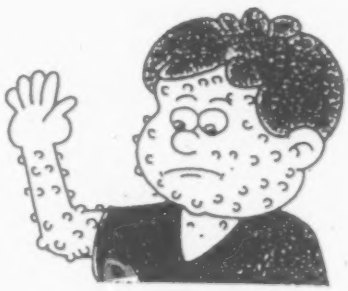
COMMUNICABLE DISEASES

โรคไข้หัดเยอรมัน



German Measles

โรคไข้สุกใส

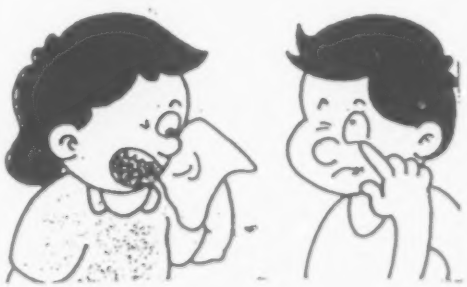


Chicken Pox

โรคไข้หวัดใหญ่

Influenza

โรคเยื่อตาอักเสบ



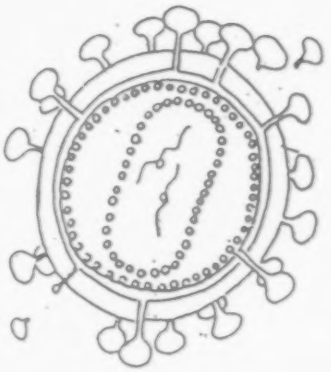
Conjunctivitis

COMMUNICABLE DISEASES

วัณโรค

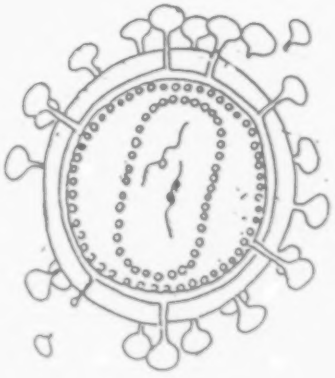
Tuberculosis

เชื้อไวรัสเอดส์



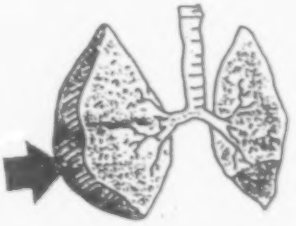
HIV

เชื้อไวรัสเอดส์



HIV

โรคปอดบวม



Pneumonia

COMMUNICABLE DISEASES

โรคไทฟอยด์

Typhoid

อหิวาตกโรค

Cholera

โรคเท้าช้าง

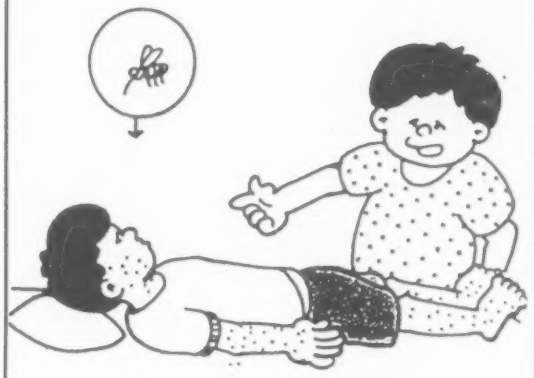
Filariasis

โรคไข้จับสั่น

Malaria

COMMUNICABLE DISEASES

โรคไข้เลือดออก



Dengue Fever

โรคไข้คอตีบ

Diphtheria

PREVENTION AND CURE

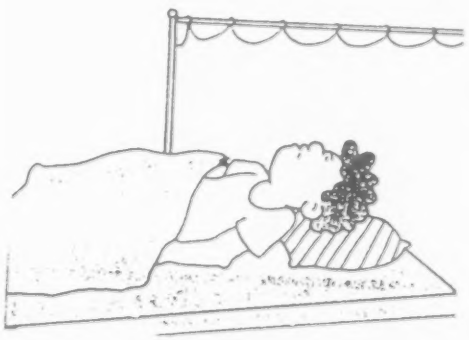
Isolate the person infected to keep the disease from spreading

Avoid visiting.

Treat according to the symptoms. Intervene by taking

antibiotics and drinking plenty of liquids.

Separate infected person until pox vanish, rest



until fever disappears and keep the body clean.

Alert!

Don't come in contact with with infected persons.

PREVENTION AND CURE

Get plenty of sleep.

Cover when sneezing or coughing

Don't share handkerchiefs.

Don't allow flies to light

near your eyes.

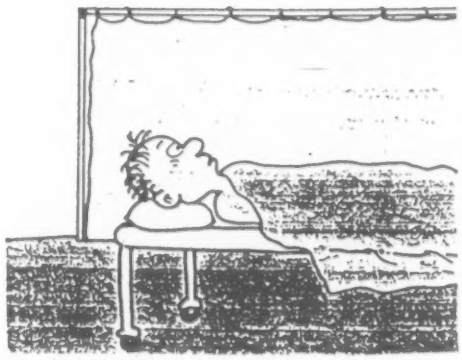
Daub eyes with beeswax or

use medicinal eyedrops.

PREVENTION AND CURE

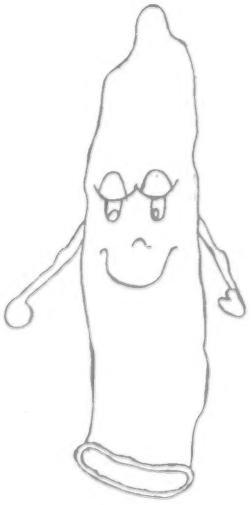
Get vaccinated with B.C.G. regularly

Seperate infected persons in a special room.



Avoid visiting.

No cure!



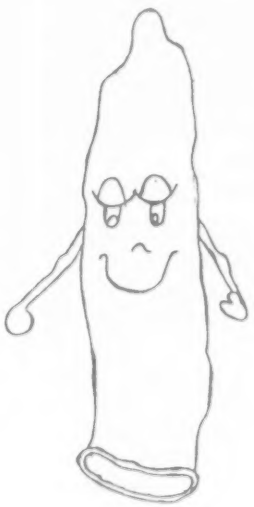
Use condoms every time

you have sex.

PREVENTION AND CURE

No cure!

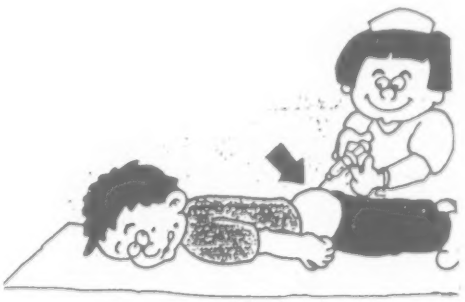
Use condoms every time



you have sex.

Eat food rich in calories.

Treat by giving antibiotics



through injection
into muscles of the body.

PREVENTION AND CURE

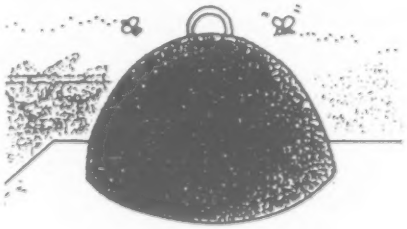
Build resistance, use the vaccine made from the

typhoid virus.

Take medicine according to the symptoms such as

fever, aches and pains, nervousness, and itching.

Food must be throughly cooked. Cover food to prevent



flies from lighting on it.

Use the vaccine made from the cholera virus to prevent the spread of the disease.

Notice: Do not give the preventative vaccine to persons already infected.

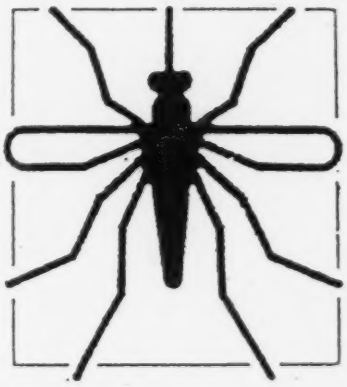
PREVENTION AND CURE

Prevent mosquito bites.

Help destroy mosquito larvae and

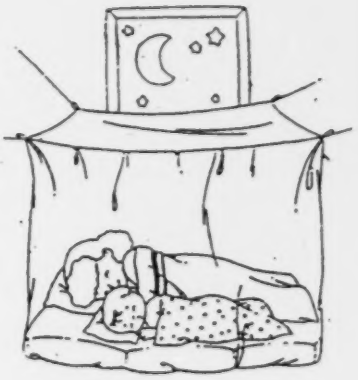
prevent mosquitos from breeding.

Help destroy mosquito larvae and



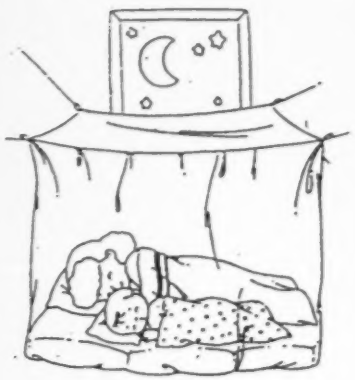
prevent mosquito from breeding

Prevent mosquito bites.

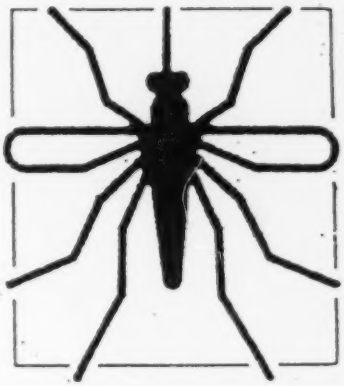


PREVENTION AND CURE

Prevent mosquito bites.



Help destroy mosquito larvae and

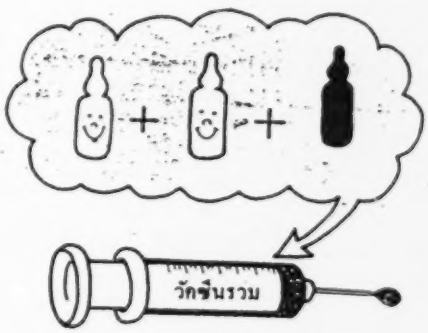


prevent mosquitos from breeding.

Build resistance by giving 2-3 month old children the vaccine

that also prevents whooping cough and tetanus

Build resistance, give 2-3 month old children the vaccine



that prevents diphtheria, whooping cough and tetanus.

PREVENTION AND CURE

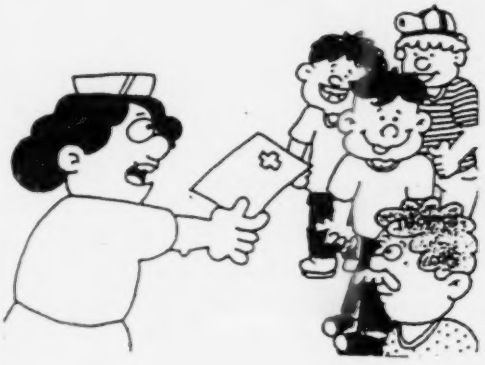
Get plenty of rest.

Vitamins

Wash your hands before eating

and after using the toilet.

In order to prevent the spread of this disease,



notify others in your community.